

THE TIMES Educational Supplement

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radical proposal to give parents education vouchers "to send their children to schools of their choice" would be introduced only at considerable cost and if the law were changed. These are two conclusions of a year-long survey carried out for Kent County Council in the Ashford area.

The major cost of administering a voucher system, moving portable classrooms from unpopular to popular schools and redeploying teachers would have to be set against any benefits a voucher system might produce, the survey report says.

Most parents were found to be in favour of the idea. But only one in 10 would use a voucher immediately to switch their children to another school. Parents apparently realize the dangers of moving children halfway through their school career.

The report, to be published next month, says there is little point in introducing vouchers if only state schools are to be involved in the scheme. If parents are to be given total freedom of choice and movement the printing and distribution of vouchers and the necessary administration would be cumbersome. The same end could be

achieved by simply telling parents that they could send their children to whichever school they wanted. But if private schools were brought into the system the law would have to be changed and there would be additional expense since the local authority would be paying a proportion of the fees.

The Ashford survey was carried out by a senior teacher on secondment and a market research company. Kent is the only local authority which is seriously considering the system and consented to the research because of the lack of hard evidence for or against vouchers.

During the study 1,500 parents were interviewed to see how much use they would make of vouchers. Pursuits of children aged nine, 11 and 13 from a cross-section of schools in the area were included. Though most appeared to favour the idea, teachers were mainly against it. They would have to move from school to school, work in mobile

Voucher survey finds snags

by Stephen Cohen

Some doubt may be cast on the validity of the teachers' viewpoints, because the two major unions in the area advised their members how to reply to questionnaires and even issued model answers.

The teachers said that the constant change in school population would be unsettling.

Despite the cautious note struck in parts of the report, Kent County Council is likely to go ahead and press for a full-scale experiment with vouchers and central government funds to carry it out.

continued on page 3



That was May Day that was: one child against the elements

Brian Harris

A common core d'élite?

The Schools Council will on June 6 hold a second meeting to discuss inserting a common core into all mathematics exams at 18, before the A levels or N and P.

This takes a step further work that the finding Conference on University Entrance began last spring in parallel with consideration of N and P. At the request of the University Grants Committee and the Committee of Vice-Chancellors and Principals, SCUE then began to collect from universities views on what were the minimum requirements for degree courses.

It has now issued subject papers for maths, English, French, psychology, Italian, German, Russian, Spanish, physics and chemistry. Art, biology, history, classics, music and sociology are still to come.

Some of these papers are more constructive than others. Those for languages are left recognizing that degree students often have no previous knowledge of the language. A paper on French is, unsurprisingly, the exception, going into considerable detail on what might be hoped for from A level students. The English paper seems calculated to meet the back of every reforming English teacher in the schools by rejecting thematic and personal writing and any substantial element of course-work, reforming somewhat insistently to Irish and American authors and insisting upon at least two Shakespeare plays and preferably Chaucer.

However, the case—if there is one—for

a core in such subjects as English and history is not pressing. Since universities do not usually confine admission to such degree courses to people with school qualifications in the subject the usefulness of any core would be limited.

It is in the sequential subjects, as pointed out by the Royal Society and the House of Commons Select Committee on the Attainment of School Leavers, that the proliferation of syllabuses is causing trouble. The provision of detailed and useful basis for discussion. There is also in these subjects a large measure of agreement that rationalization is necessary and, therefore, a considerable fund of goodwill is available to tackle the important technical questions raised. These include, for example, whether a core can be agreed which will be acceptable both to those who recruit undergraduates to pure maths courses and to those teaching mechanical, engineering or economics; whether "mastery" of the core element should be required so that all consumers can be assured of a minimum competence, and if so how grades are to be arranged to show both the degree of mastery and the general level of proficiency.

In following up SCUE's initiative, the Schools Council now has the job of ensuring that others, involved with A level students, are given every opportunity to make their views about the core known. Well under

half of all A level students—though probably more of those taking maths and science than art subjects—go to university. It would not be right for the universities alone to dictate the pattern of terminal school exams. Nor do they generally claim such a right. The trouble is that the quality of contributions to this sort of discussion by other interested parties, in particular employers, have more often been querulous and ill-informed than wise or helpful.

Devising an agreed core will be no easy job. Devising a structure whereby the core can be readily adjusted to meet changing requirements will be even harder. There is a real risk in the whole exercise of ossification in sixth form courses. For these reasons, if no others, SCUE and the Schools Council will do well to confine their joint exercise to maths and science and forget the other subjects. It is extremely important that the present concern to emphasize the essentials in particular subjects should not be allowed to impose a spurious orthodoxy where none is needed and where opinions among responsible practitioners are sharply divided. It is clear that appalling crimes could be committed in the name of the common core.

No comment

These pocket-sized books summarize course material for revision during convenient moments, such as prayers and music lessons—magazine review of a revision note series.

This week

Sutton v. DES

The Education Secretary's orders against Sutton and Redbridge, two L.E.A.s which have been stalling over comprehensive reorganization, have precipitated Sutton into taking legal action against her page 3

Damp dip

Whatever happened to the DipHE, the two-year course that was to transform higher education? Bert Lodge found it alive, but rather depressed page 9

White Christmas?

Decisions about the future of higher education are urgent and the Government is now thinking of issuing a White Paper. Mr Gordon Oakes, the minister in charge of higher education, told a conference on Tuesday page 7

Ancient and modern

"I seem to understand him as if we had met," said Cypriot film maker Michael Cacoyannis of Euripides; Phillip Bergson writes about his work in the context of his latest film *Iphigenia*. page 20

Poly-tech

Four special pages of book reviews on building technology, electronics, mathematics, engineering. pages 23-26



Red but not dead

Daniel Colin-Beadit (above), one of the leaders of the student uprising in May 1968, believes it could happen again—and soon. Paul Moorhead also interviews Rudi Dutschke, and assesses the long-term impact of 1968 on student life. John Gorton contributes a personal memory of the street and factory ferment. pages 17-19

Leaders, 2; sport, 10; foreign news, 12, 13; letters, 15; features, 17-20; books, Norman Macdonald on Victorian society, literature, psychology, children's books, 21, 22; and technical books, 23-26; resources, 27; Tallbridge archaeology, religious studies, Network, 28; arts reviews, music and education, theatre and education, A Woman's Place, FTV minoritized learning Italian, 86, 87; Break, crossword, maths teachers, 88.

Classified ad index

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Handwritten text in a box: "The Times Educational Supplement"

Currency and credibility

On page nine, Bert Lodge discusses the progress of the Diploma of Higher Education and traces its growth—slow or rapid, depending on how you measure time in these matters—since the new qualification was introduced by the Joint Committee in 1972. There were plenty of voices raised at the time questioning the value of the new diploma as currency in the employment market, and these were amplified when one potential employer, the Civil Service, made it clear they saw no way of using the DipHE as an entry qualification. Now, six years later, the employment picture has deteriorated; teaching, once a huge recruiter, is taking far smaller numbers and while young graduates are less likely to be employed than others of their generation, the sellers' market has been replaced by one in which employers can pick and choose.

A recent survey showed that only one in 13 of those who obtain the DipHE (in the survey, the secretary of the Association of Colleges Implementing the DipHE) "turned themselves loose upon the world". The remainder sought to use their diploma as the first part of a degree, the other alternative, education—the other alternative, education—being by James but seen as second best by those who thought a two-year terminal qualification would be an economical and useful addition in its own right.

Boroughs-in-law

The latest legal skirmishes at Redbridge and Sutton over comprehensive plans (page 3) look essentially like delaying tactics, unlikely to do more than create temporary Tory heroes and prolong the uncertainty in the remaining grammar schools.

The two l.e.s.s have now been ordered under section 99 of the Education Act 1944 to fulfil their statutory duty and get suitable plans put in place. The court has ruled that refusal to do so will be followed by an application to the courts by Mrs Shirley Williams for a writ of mandamus, which is likely to be granted. A declaration by the court is unlikely to be made until well into the autumn, however. Both l.e.s.s have said they would comply with the law, but even a decision against them would mean another date and a bit more time.

Les événements de mai

May, 1968, had about it many of the mythical ingredients with which the French endow their grander moments of history. The events which echoed round the world from Paris could be made to carry whatever messages each listener wanted to hear. With a suppleness which seems remarkable even in retrospect, the bubbles of rhetoric burst and the romantic radicalism of the students was overborne by the chilly conservatism of the rest of the French political nation.

Looking back, the sequence of local student revolts which disturbed the peace of academe from Berkeley in 1968 to the late 1960s can more easily be seen as symptoms of the end of one era than the beginning of another. The parties, on the one hand, were the children of the post-war bulge. They came on the scene at the end of an unprecedented period of sustained economic growth and prosperity. In Britain, they even included the luxury of political optimism on full grant. Within a year or two the economic climate changed and when it did, it didn't take long for a new generation, less fascinated by the language of activism and more concerned with the need to take the place of the generation of 1968.

On page 17, Paul Morrison looks at the myth of 1968 and the reality behind it, and interviews two young student leaders, Rudi Dutschke and Daniel Cohn-Bendit. And John Grey, who was a research student at the Sorbonne in May, 1968, reflects on two remarkable months.

J. T. Allanson and C. C. Butler look at how N and F would affect students whose degree work builds directly on sixth form study

Transfer without tears

One of the crucial issues in the debate in universities and polytechnics on the proposal that A level should be replaced by N and F will be the effects such a change might have on the knowledge, understanding and skills of entrants to those degree courses in which the first year work builds in a direct way on earlier work—mainly mathematics, science, engineering, medicine, dentistry and languages. About half of all degree students are concerned with these courses. Our comments centre on this issue but are not confined exclusively to it.



A Working Paper 60 fortunately does not present a packaged scheme to be accepted or rejected, but rather invites debate on a range of specific issues arising from two key propositions: that more subjects than are usually studied should be taken in the sixth form and that these subjects need to be available at more than one level to meet the variety of aims, interests and abilities of sixth form students. We support these aims and the three basic principles on which the N and F scheme is founded.

We now consider, however, whether the basic principle that the new system must enable students to delay the taking of major decisions about the degree courses they will undertake as late as possible will be adequately satisfied if the normal diet of sixth form is restricted to 2 Fs and 3 Ns.

Most of the university and polytechnic departments concerned with "linear" subjects will need to specify two or three subjects for entrants and at least the more prestigious of them will require that two of these should be at F level. A department of physics will normally require mathematics and physics at F level but medicine or chemistry will probably require an F level in chemistry. Consequently if a sixth former is going to keep his degree course option open he must plan to study three or four subjects at F level.

Although we were members of the original working party that suggested the two F and three N pattern, we now think universities and polytechnics should argue that their students (particularly those in "linear" subject areas) should normally be three Fs and two Ns. This change would require either a minor modification to the lengths of F and N courses or an increase in the number of F and N subjects over that now given to three As.

Private study

If the five-subject pattern is adopted as the normal one for sixth forms and if schools insist that students include a reasonable spread of disciplines in their timetable, then we believe that more than 80 per cent of the working week could be given to the five main subjects.

We are convinced that a change from a three-subject to a five-subject curriculum should greatly reduce the need for general studies as an extra component of the educational programme. We emphasize the need, however, to retain private study time because of the contribution which working on one's own can make to the growth of maturity. If at least 70 per cent of the week is made available for the five subjects we contend that it would not be unreasonable to expect considerable numbers of sixth formers to aim for three Fs and two Ns.

We turn now to the difficult question of what is likely to be lost when the time for a major subject is reduced to about 75 per cent of the present. A level curriculum, what we are accustomed to in the present, A level curriculum. The paper foresees a solution in syllabus reform.

More reactions to N & F: Mary Warnock and Max Morris on page 14.

Sutton surprises with court counterattack

by Lucy Hodges

The London Borough of Sutton this week turned the tables on Mrs Shirley Williams, the Education Secretary, and decided—in response to threats of legal action—to take her to court instead.

Last week Mrs Williams served orders on Sutton and Redbridge under Section 99 of the 1944 Education Act—telling them this section has been used—telling them they were breaking the law and instructing them to show how they could comply by June 1.

Sutton had refused to bring forward the date of comprehensive reorganization and Redbridge had refused to produce proposals for reorganizing two of its schools.

It also refused to obey the orders under Section 99, Mrs Williams could seek a High Court writ of mandamus to compel them to carry out her instructions. Sutton, however, meeting on Tuesday (yesterday) at a full council meeting) not to wait for this but to file suit against Mrs Williams instead.

It believes it has a case and would anyway prefer to bring the case to court rather than having to defend a position.

Mr Roger Slater, chairman of Sutton Education Committee, said: "This way round we are not acting illegally. If we wait for Mrs Williams's action, it looks as though we are."

The authority is seeking a "declaration" from the courts, which in effect means it is asking for clarification of the Education Act 1944 to 1976 and whether Mrs Williams's orders last week are valid.

Sutton is arguing that the 1976 Education Act, which said that children should be educated in comprehensive schools and that the local authority should submit proposals to this end, does not override the 1944 Act. It argues that by setting a date for the authority to go comprehensive, Mrs Williams is strengthening the 1976 Act, which did not mention a timescale.

The Borough maintains that it is complying with the 1976 Act by laying down that l.e.s.s should "have regard" to the general principle of comprehensive education. It has submitted proposals for going comprehensive by 1984—the earliest possible date, it claims, because of necessary building work.

education committee which is holding a special meeting today. The borough is comprehensive except for two schools—Ilford County High School for Boys and Wondford County High School for Girls. It has consistently failed to produce plans for reorganizing these.

Mr John Telford, education committee chairman, said Redbridge had complied with Mrs Williams's order. The authority had submitted plans. They did not involve any change.

he schools not reorganized were not selective, he claimed. They were oversubscribed by 400 per cent so IQ tests were needed. The authority had asked for a year or two years in which to assess the effects of reorganization and wanted to retain the two academic centres during that time.

"In Redbridge more than 90 per cent of our pupils who transfer from primary to secondary school go to comprehensive schools," he said. "Our submission is that this represents having a very good view regard to the comprehensive principle."

Mr Telford thought the Conservatives would win a general election and repeat the 1976 Act. "This is in one's mind. It is not a paramount consideration, but a relief from pain."

A third authority, Kirkcaldy, in West Yorkshire, has been warned that unless it submits proposals for going comprehensive after its next council meeting on July 5, a similar order will be made.

Mrs Williams said she regretted having to take the action under Section 99. "The intransigence of these three local authorities is in the marked contrast with the attitude of most of the rest where reorganization has not yet been completed."



Scrapers-board faces drawn by the third years of Tower Hamlets Girls' School, East London, are on show at Gallery 273, Queen Mary College, until May 19 in an exhibition held jointly with Roedean School.

DES changes its mind on sixth form size forecast

The Department of Education is now predicting smaller sixth forms and further education colleges in the late 1980s and early 1990s. New figures reveal that the DES has abandoned its assumption that the effect of the declining age group will be offset by an increase in the proportion of young people staying on at school or going into further education.

Like so many of the department's longer-term statistical projections—such as its forecasts of the number of teachers after an offer from the local authority to provide 85 more teaching posts—these are based on the basis of the current stagnation.

Projections of this sort are notoriously unreliable, based as they are on so many unknowns. The further into the future they stretch the more fanciful they become. Lacking the evidence for any marked increase in staying on at present, the DES is almost bound to extrapolate on the basis of the current stagnation.

They predict that the proportion of boys aged 16 to 19 in full-time education will stay much the same, rising from 35.5 per cent this year to only 36.7 per cent by 1991. The corresponding increase among girls is scarcely greater.

This means that the total number of boys aged 16 to 19 in full-time education is likely to rise from about 640,000 this year to a peak of just under 700,000 in 1982 and then falling until 1991 when the number should be down to about 570,000.

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RE 'too vital' to be left to professionals'

Religious and moral values are too important and too threatened to be left to the professionals, said Mr Norman St John-Stevens, Opposition spokesman on education, in a lecture in the House of Commons this week.

Such was the depth of our moral and religious decline, we could no longer take the high Whig line of Mr Macmillan who once declared that matters of religion were best left to the archbishops.

The main argument put forward by Mr St John-Stevens was that religious education was needed for cultural, historical and social reasons. "Without it we were threatened with a totalitarian and extremist ideologies or even worse, a collapse into anarchy."

Democratic values should be taught in schools, and this meant the teaching of religion, specifically Christian religion. School assemblies were as essential as religious education lessons, he said. The subject needed the support of tests and exams, but above all, it required dedicated and professionally trained teachers.

Calling for an urgent and swift inquiry into the numbers and training of religious education teachers, he said that in-service training was needed to improve standards.

Sanctions off

Industrial sanctions planned to start in 123 schools in Dudley, Worcestershire, have been called off by the National Union of Teachers after an offer from the local authority to provide 85 more teaching posts.

Sanctions were due to start last month but were deferred for a week to allow talks to take place.

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Foreign pupils flock to independents

More foreign pupils are taking places in independent schools, says a report from the Independent Schools Information Service. Total pupil numbers in 1,034 of schools went up from 302,357 in January last year to 305,334 this year.

And nearly all the extra 3,000 came from abroad, particularly from the rest of Europe. The total number rose by nearly 2,000 from 14,461 last year to 16,461 this year. But foreign pupils still only account for less than one child in 20 at the 476 secondary schools in the service's membership.

Independent schools are holding their own, says the report, despite the phasing out of the direct grant and a considerable drop in the number of free and assisted places taken each year by the l.e.s.s from 29,460 last year to 19,871 this year. This figure, however, includes the loss of free places at 10 former Roman Catholic direct grant schools which have joined the state system.

The report claims that recent Hausard figures about pupil numbers in independent schools are misleading because they do not include the number of children who have come into the independent sector from former direct grant schools.

Prep schools elect to inspect themselves

The preparatory schools are to set up their own inspections system following the Government's decision to stop its scheme for recognizing schools as efficient.

From now on prep schools that want to join the Incorporated Association of Preparatory Schools will have to be inspected by a team made up of former staff and two more members of the association.

The new system has been worked out following the announcement by Mrs Shirley Williams, the Education Secretary, that the term "recognized as efficient" by the Secretary of State is now no validity.

Other independent schools are expected to follow the association's lead and work out a comprehensive scheme for recognizing schools as efficient. The association's inspection team will be looking at school buildings, safety and fire precautions, kitchen and dining arrangements and the way in which schools care for the sick.

The inspectors will be investigating pastoral care and arrangements being made by some schools for going coeducational. Teaching standards and equipment will also be examined, as well as physical education.

LSE to vet speakers for 'racism'

Students at the London School of Economics agreed last week to a new policy of regular checks on future guest speakers at the school to decide whether they are racists and ought to be banned.

The new policy was agreed at a special general meeting called in the wake of the controversial decision to ban Sir Keith Joseph, MP, because of his refusal to sign a statement opposing all immigration controls.

Under the new arrangements, bannings will have to be decided by a general meeting of the student union and not left to the executive committee. Lists of outside speakers will be regularly given at student union meetings, which will then decide whether any individuals might be banned.

Mr Trevor Phillips, president-elect of the National Union of Students, failed to persuade the LSE students to restrict their bannings to people not belonging to any of the major political parties. A resolution listing proscribed organizations such as the National Front and restricting the "no platform" policy to them was rejected.

A Conservative resolution which would have abandoned the no platform policy altogether was also rejected. Instead the students voted in favour of a motion saying the no platform policy could be applied to members of the major parties if they were deemed racist by the students.

But student spokesmen said this week that they would not attempt to disrupt a lecture by Sir Keith when he returns to speak at the LSE at the invitation of Professor Ralf Dahrendorf, the school's director.—*THE S.*

Doubts about forcing students to stay at home dismissed

by Bert Lodge

The Department of Education and Science view that to make students live at home might be seen as an attack on academic freedom was dismissed as "arrant nonsense" by Mr Edward du Cann, MP, chairman of the Public Accounts Committee, when it heard evidence from the department last week.

But Sir James Hamilton, permanent secretary as the National Union of Students, insisted that it amounted to prescribing the courses a student could take.

He also refused to accept a suggestion from Mr Peter Horder, MP, that the DES should accept responsibility for what students do with their funds although the department will soon be publishing new proposals for funding student unions.

The number of students in universities could go up by 30,000 in the next five years, Sir James told the committee. And it was not signs in some universities that the supply of lodgings for students was drying up.

Asked by Mr du Cann what conclusions the department had drawn from a study of student accommodation at three universities, Sir James said it was doubtful if it was feasible to compel students to live at home.

Broadly speaking, there is no means available to the Government for bringing about an significant change in the proportion of students who stay at home and those who go away. Unless administrative machinery were set up to process applications of the rule of living at home, the scheme would collapse.

Sir James also agreed with Mr Hugh Jenkins, MP, that he was saying

Warning on race statistics

by Caroline Haydon

The collection of race statistics would cause bitterness and frustration among ethnic minority groups if the resulting figures were not used properly, the Government was warned this week.

Mr Clifton Robinson, deputy chairman of the Commission for Racial Equality, said that such collection, backed by the Government in last week's White Paper on the West Indian community, could provide the impetus for remedial action throughout the education system.

"But if we merely have a repetition of what happened the last time such statistics were collected, then they were simply not used, then the frustration of these people will be increased," he said.

The White Paper, which is the Government's response to the report on the West Indian community made last year by the Select Committee on Race Relations and Immigration, supports the collection of statistics "where it would be of use in establishing facts about how members of ethnic minority groups are faring in various stages of the educational system."

It adds that a start should be made on a count of West Indian children in ESN schools, on the number of ethnic minority group teachers training and qualifying, and on the numbers actually in service.

The White Paper was widely criticized this week as low key and disappointing, outlined in the Paper, to set up an inquiry into the needs of ethnic minority group children was generally seen to be long overdue.

Mr Robinson for the CRE said that the White Paper did not have the necessary sense of urgency. "An inquiry would have been a good idea 10 or 15 years ago when evidence was not coming through about the underachievement of West Indian pupils," he said.

"It will only be of use now if people take the action they should have taken a long time ago. More delay means that yet another generation of children will lose out."

The need, for instance, for more teachers from ethnic minority groups had been identified years ago. The White Paper has also dashed

the hopes of those who want change in the way in which the Government helps local authorities with high black or Asian populations.

Turning down the Select Committee's recommendation of a central fund to meet the special educational needs of minority groups, it says that money will continue to be available through Section 11 of the Local Government Act 1966 and the urban aid programme.

This was a "serious disappointment," said the National Association for Multi-Racial Education (NAME). Neither Section 11 nor the urban programme had adapted themselves to meet special needs.

"The whole thing is too low key. The Inspectorate have already taken the issue of West Indian underachievement seriously. One wonders what a new inquiry could be expected to add," said a NAME spokesman.

The National Union of Teachers accused the Government of "complicity" over finance. Improving the level of available resources through a central funding system would be the single most significant step in advancing the educational needs of ethnic minorities.

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Three suicides a month among the under-16s

by Stephen Cohen

More schoolchildren are trying to kill themselves says a report published this week.

Every month three young people under 16 commit suicide. The Samaritans are receiving more and more calls from children as young as eight. And while suicide rates as a whole have declined since 1963, the rate for the 15 to 25 age group has risen.

An article on "Britain's suicide kids" in *Woman's Own* says suicide is second only to accidents as the main cause of death. "Every month in Britain three youngsters deliberately take their own lives," it says.

In 1973, the London branch of the Samaritans received only three calls from children under the age of 13 and 27 from the under-17s, but by 1976 these figures had multiplied by six.

Busy parents, bullying at school, pressures of exams, loneliness, parents who do not show affection and difficulty in communication are all reasons which prompt young people to turn to the Samaritans.

Today's youngsters face new pressures, the reports say. "Life is more complex, more competitive, more demanding. Jobs are scarce, which puts a heavy strain not only on those who cannot get work but on those who have yet to leave school."

The Reverend John Eldrid, director of the London branch of the Samaritans, said too many adults found it almost impossible to contemplate suicide in young people because they associated the joys of life with youth.

provide evidence of underachievement. But remedies to the problem will be brought no nearer. To find them we need more hard research evidence. As so often nowadays, we must look to the Assessment of Performance Unit to come up with methods of performance monitoring, although the Government recognizes that no one has yet devised a culture-free method of testing.

My own view is that we shall make much more progress through limited but detailed studies of the learning difficulties of small groups of children, and of alternative solutions to them. Even then we must recognize that the effects of culture and language upon educational achievement may be hard to isolate from other social factors. The child's perception of his own present and future role in society may materially affect his motivation and willingness to learn. The learning difficulties of young West Indians may be partly related to the country he comes from, the environment in which he lives, and the levels of youth unemployment, and their perception of real or imagined prejudice against them.

It is now recognized that we need more teachers from ethnic minorities. We still do not know how to recruit them. One possibility is the provision of special courses of preparation for professional training for those without the normal entry qualifications. But even then, we may doubt whether the L.A.s will necessarily appoint such teachers if they have a wide range of choice from among those with higher educational qualifications.

In any case the problem is one for all teachers in areas where there are immigrant children, however they are defined. You cannot run a separate West Indian class, taught by a West Indian teacher, plus a Pakistani class similarly taught, side-by-side with "British" classes. That immediately raises the question of in-service education and training. Even if there were a much larger programme of INSET, spread evenly across the country, it would not be enough.

In short, despite all the words written on this subject, we are still at the stage of good intentions. And we all know where the road leads with them.

place before January 1970—even if recent propaganda might give another impression. If the same definition were used, we should find we had few West Indian children in the schools in the 1960s.

Yet a boy or girl age 10 in 1981, born in the United Kingdom to parents who entered the country in the 1960s, may still experience acute learning difficulties stemming from the tension between the culture and language of the home and of the school. It is used to be naively assumed, and perhaps still is by some, that because West Indians spoke English there should be no linguistic difficulty. But they speak a very different dialect from that used in the schools, and this can manifest itself in the written language. I receive letters from constituents who reveal themselves as West Indian in the first sentence merely by the mode of expression. In another context, I have come across a West Indian form in the audio-typing of perfectly competent girls educated wholly in this country.

Cultural problems are well illustrated by the regularly recurring story of a Muslim girl sent home by an insensitive headteacher because she comes to school wearing trousers. That this can happen shows how far we have to go in educating some members of the community in the religion, customs and culture of ethnic minorities as well as in absorbing those minorities into British society (which does not mean seeking to destroy their culture). But perhaps cross-cultural problems are more serious when they are less obvious than in this example. What is not perceived cannot be handled or remedied.

The Government still seems a little unsure about why it is resuming the collection of statistics on immigrant children. They can be used to help determine the distribution of additional educational resources or, by revealing the participation of ethnic minorities in the several stages of education, to



May Day Oxford style: braving the rain, crowds gathered in Broad Street to listen to the music and celebrate our newest Bank Holiday.

Birthrate plunge stopped, latest figures show

An upswing in the birthrate is expected to be confirmed within the next few weeks. The statement from the Office of Population Censuses and Surveys is unlikely, however, to go beyond saying that the decline has been arrested and that a period of stability can be expected.

As a letter from Mr W. F. Denison, University of Newcastle, says (page 15) the rate of decline slowed down last year, and the number of births in the last quarter was actually 1.4 per cent higher than in the same period of 1976.

This year, however, the 146,499 births registered during the first quarter are much more likely to be closer to the figure for last year, because Easter was early, and children born then but registered later have to be taken into account.

Births registered within the first 16 weeks of 1978 are running at nearly 2 per cent more than the number of registrations in the same period last year.

Calculators 'help improve numeracy'

The School Mathematics Project want to see more intelligent use made of electronic calculators in schools. At a conference organized by the SMP in Oakham School, Leicestershire, its director, Mr John Hesse, said that though the teaching of mental arithmetic was essential, calculators could increase pupils' understanding of numbers.

Mr Nigel Webb, head of mathematics at Oakham, said it was important to have sufficient mathematical skills to be able to estimate and check the answers a calculator should give.

Examination boards disagree about whether calculators should be allowed in exams. No calculator will be allowed in the SMP's O-level after this year but an alternative syllabus will be offered in 1979.

The SMP, which is the most widely used modern maths syllabus, expects some 10,000 candidates to be entered for the calculator alternative.

Dons may barter bigger say in sixth forms for N and F

Part of the price the universities might extract for their acceptance of N and F in place of A levels could be a much bigger say in the sixth form curriculum.

A report just published by the Standing Conference on University Entrance (SCUE), a body on which virtually every university is represented, stops short of wholehearted support for the four-year degree courses that some academics say will be necessary if these five-subject, split-level exams are introduced in the sixth form.

Instead it suggests that any lack of specialist knowledge resulting from this broader curriculum should be compensated for by extending the sixth form from two to three years.

The report also points to several factors not considered in the final proposals for the new 18-plus exams published by the Schools Council last week as *Working Paper 60*. These include the implications of the falling birthrate and the Government's discussion paper on this, *Higher Education into the 1990s*, the financial implications of any change in the sixth form curriculum and the effect of the proposed new 16-plus common exam, it warns.

One of the main points of the first year when N and F is used for university entrance.

Universities and the N and F proposals is SCUE's attempt to encourage universities to respond to the proposed changes so that it can represent their views to the Schools Council. The main part of this discussion document is a paper by SCUE's secretary, Dr Arthur Hearden.

He says if universities are to accept N and F they will want assurances that their views on the essential core of knowledge required in each subject to enable degree work in its present form to be continued will be taken into account.

Working Paper 60 says that N levels, each equivalent to half an A level, would consist of the basic knowledge and skills required to enable study of a subject at a higher level. But Dr Hearden feels the necessary cores will be too large to fit into an N level.

They might, however, fit into an F level, which is the equivalent of three-quarters of an A level, but he would only be open to those with F levels in that subject, or else that degrees would have to take more than three years.

SCUE already has groups of academics working on these minimum cores syllabuses, and Dr Hearden's conclusions are based on the work of some of these groups.

"The price of the acceptance of F level would have to be considerably greater than the need or the obligation to admit on the basis of either F or N level they would presumably also wish to point out that the difficulties of bringing both groups to final honours standard in three years would be formidable."

"Candidates with good F levels would have to continue to be capable of doing an honours degree in three years; some boys and girls who enter English universities on the strength of Scottish Highers could be considered living proof of that. But the conclusion seems inescapable that there would also be a certain number for whom additional time either in the sixth form or at university, would be indispensable."

A third year in the sixth form would be the most obvious solution, Dr Hearden says. It would be the least expensive and the easiest to organize.

But if schools resisted this idea some thought would have to be given to extending present degree courses, although there were difficulties in making a cogent case for the wholesale lengthening of degree courses as a way of adapting to N and F.

More time, whether at school or university, would have financial implications, which should not be ignored in the discussion of N and F. "If N and F level were thought to require greater flexibility in fixing the length of courses then universities might feel obliged to link their resources more closely to the necessary money will be available."

Dr Hearden commends to universities the opportunities offered by the N and F system. "In many ways they would be able to adapt the scheme to their particular requirements."

He points out that there is to be no compulsion to take three N and two F levels, or to take a broad range of subjects. Though the scheme is to reduce entry specialization, it is instead to increase it if universities choose to specify two or more named F levels in their entrance requirements.

In the universities, there is a "substantial minority" in favour of a four-subject, single-level alternative to N and F according to the SCUE report.

"Universities need to recognize that they will not necessarily be in a position to dictate to the schools. Given present demographic trends there might be circumstances in which they would only be able to react to the way in which the curriculum is implemented rather than exert a strong influence on it. This might imply a threat to the survival of degree work in its present form."

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Bob Doe reports

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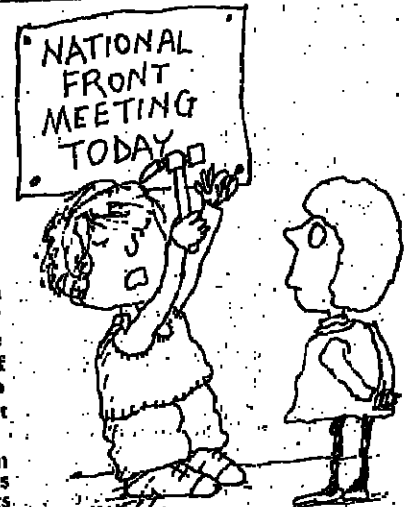
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Front meetings banned

'Teach girls pregnancy testing'

by Stephen Cohen

Schools were urged last week to teach girls about pregnancy testing. The British Pregnancy Advisory Service says in a report that easy access to testing is important.

"Sex education programmes and youth clubs should provide a practical introduction to testing; the mystique surrounding such procedures should be eliminated."

The report on schoolgirl pregnancies and abortions, says testing should be centrally funded if teenage pregnancy, with all its associated risks to a mother and child, is not to reach the "epidemic" proportions which it is alleged to have reached in the United States.

The service was responsible for 466 abortions on schoolgirls in 1976, about 13 per cent of all schoolgirl abortions that year. The National Health Service provided about 2,500. Most of the girls were aged about 15.

The most disturbing facts to emerge says the report, is that, according to the girls, 21 per cent of all family doctors consulted made no effort to help them to get abortions.

The girls were unlikely to have used an effective contraceptive method. "Indeed, 86 per cent of all methods claimed to be using no method when conception occurred."

"Schoolgirls in 1977 may be sexually more active, but this fact is not mirrored in their experience of contraception. Clearly, sex education needs to be about prevention as much as reproduction if the advisory service's statistics are any guide."

Most of the girls said they did not want the social problems of an unmarried mother. They considered themselves too young to be mothers and thought it would damage their careers. On nine said they wanted to continue their education.

In a section of individual case histories, the report says that many school girls seen by the BPAS after service quoted the myth that a first time she had sexual intercourse.

"One girl, believing this, claims she finally gave in to her boyfriend's demands two days before her period was due, because her biology teacher at school had told the class that this was a safe period."

Two other girls, decided that the best way to avoid school, which they did not like, was to become pregnant.

The response from teachers to offers of help with sex education programmes is often poor, says the report. "School staff seem unwilling for BPAS staff to come into the school, even though the present sex education programme may be far from adequate; this fact can be deduced from the number of schoolgirls attending BPAS branches who do not appear to have had much accurate, factual sex education."

Schoolgirl pregnancies, a first report by British Pregnancy Advisory Service, Aussy Major, Wotton Wawen, Solihull, West Midlands.

Firms subsidised to employ young people they would have taken anyway Employers were paid £7m for nothing

More than £7m has been wasted by the Government in persuading employers to take on unemployed young people who would have been employed anyway or who were taken on at the expense of older workers, according to a survey of the youth employment subsidy reported in the latest issue of the Department of Employment Gazette.

The subsidy was introduced in October 1976 to encourage employers to take on more young people under 20. They were paid £10 a week for each young person for 26 weeks. By the end of the scheme in February this year nearly 40,000 young people had been employed at a total cost of £8.7m.

But a check with employers, says the report shows that most of this money was wasted. Three quarters of the young people would have



School to Work

been offered jobs anyway. Of the remainder half were employed at the expense of older workers. In effect only one eighth of the subsidy actually created new jobs.

More than three quarters of the young people were still with their first employer after 26 weeks and were likely to keep their jobs. "This suggests that a subsidy of

this kind has an effect beyond that of the payment period in launching young people into permanent full-time employment."

The young people were not necessarily restricted to unskilled jobs and employers were broadly satisfied with their work.

Much more successful was the work experience programme a measure aimed at giving unemployed 16 to 18s the taste of a job. Young people taken on by employers received a weekly allowance of £18 paid by the Manpower Services Commission. A report on the scheme, in the March issue of the Gazette, says that by the end of 1977 there were 44,000 young people on work experience contracts with a target of 30,000. The total cost was £8,900,000.

Though intended for 16 to 18 year olds, most young people joined within a year of leaving school at 16. In general the scheme had less well at school or other leavers; a third had no other qualifications. The conference of arts advisers and teachers was told by local authority representatives in London last week. The conference—to assess the role and worth of artists in schools—was organized by the Whitechapel Art Gallery in association with the Arts Council.

One of the organizers, Mr Alister Warman, said afterwards that although they had to rely for the future on Arts Council grants, regional arts associations and within a short while extend pilot schemes. "In that way life can show what can be achieved and strengthen arguments for more financial aid."

Artists could become an established part of the educational scene if artists-in-school schemes could be kept going over the next two or three years. Schools and artists willing to try will be urged to apply for help through area advisers and regional arts associations.

Pressures on artists working in schools were described by Mr Nicholas Pope, a sculptor who has an unorthodox, experimental style. He found the unaccustomed surrounding stimulating, he said, there were dangers.

"People were reluctant to talk to me, but I became aware of a strong, but unvoiced, undercurrent of opinion that I should be doing something different, I very nearly gave way to it. Now the object is to be different, I am beginning to be different. Scyllaries are being converted among pupils and staff."

Mr Stephen Shorter, a student at the Peter Symonds Sixth Form College, Winchester, where the experiment was held, said: "Students found it difficult

to accept that he did not know what his sculpture was to be, that he was working to no precise plan. We were at a loss of appearing to help through area advisers and regional arts associations."

Mr John Morgan, head of the college art department, said the experiment was valuable in that it clearly demonstrated the difference in attitude between art teachers and administrators. "The professional artist, with his absolute commitment to his work."

A calligrapher who worked with primary school children, two photographers and a painter claimed their presence was of great potential value to teachers outside as well as inside arts departments but they were all wary of becoming too closely entangled with the educational world lest they become drawn into teaching rather than creativity.

In their view schools were often hidebound, even in the arts room. Or, as one of them put it: "There is not enough opportunity for children to experiment in school."

Creative artists paint perilous picture of school liaison

Artists-in-Schools Schemes can expect no financial help from L.E.A.s in the near future, delegates to a conference of arts advisers and teachers were told by local authority representatives in London last week.

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"School artist, school artist!"

Oakes hints that White Paper may follow hot on heels of consultation

A White Paper on the future of higher education may soon follow the footprints of the Government's recent discussion document, Mr Gordon Oakes, Minister of State for Higher Education, hinted on Tuesday. Mr Oakes was addressing a one-day conference on education for adults, organized by the Open University and the TUC in Milton Keynes.

Earlier in the conference Mr Brian Grobbridge, director of London University's extramural department, had criticized the lack of time allocated for response to the Government's document, Higher Education into the 1990s. The need for a speedy response would have been more understandable, he said, if a Green Paper was to follow.

Mr Oakes replied: "We have not given a lot of time for discussion because a lot has been discussed before. As Minister have found that people tend to discuss things forever and away, and nothing is ever done. We are looking not so much to the production of a Green Paper, but to the production of a White Paper."

It was essential, Mr Oakes said, to avoid the "hotchpotch" which had followed cuts in teacher training, when government had lacked the courage to take action to remedy miscalculations. "Let us know where we are going and look to the future rationally—taking our decisions on our priorities—and making them early."

Mr Oakes went on to outline his own views about future higher education provision, and his preference for the discussion document's fifth option, offering a system of continuing education. A combination of demographic, economic and technological forces had served to "concentrate the minds of the universities wonderfully", but it was no

answer merely to build on the foundations of a system of education that had become outmoded. "With the technological advance of the modern world universities must pay far more attention not merely to full time courses, but to courses for a term, courses for a month or even less."

Other factors which were vital to a system of continuing education included paid educational leave and a credit transfer policy—and the Open University's reserve of congratulations in this sphere for its recent agreement with the Council for National Academic Awards.

There was a need for learning to become more student centred than in the past, and here again the Open University had demonstrated the way ahead with its support tutorial and counselling system. Mr Oakes also referred to the place of leisure in adult education. It was customary to denigrate classes in embroidery and cur maintenance, but such courses provided access to education for many who would otherwise not participate.

In his speech to the conference Mr Len Murray, general secretary of the TUC, spoke of the need to address the educational balance and allocate far more resources to those with the greatest social and educational needs.

"We recognize the very laudable work being carried out in the colleges and polytechnics by the Workers' Educational Association and even in some of the traditional universities, all in their different ways seeking to provide wider opportunities for those people I am talking about. But we would not be here if we did not recognize the need to do far more. And I would not exempt the trade union movement from this either."

Mr Murray said it was necessary to make sufficient provision for young workers and to introduce a system of mandatory grants allowing those who wished to remain at school after 16 to do so. Adults also needed courses of training throughout their working lives to take account of technological changes.

Mr Murray identified two other groups whose needs had been neglected—women and ethnic minorities. Overall, the principal concern of the trade union movement had to be to increase the educational opportunities for those with minimal qualifications or none at all.

Mr Grobbridge told the conference he could not recall a time of greater harmony between all those concerned with continuing education. There was also a greater match between the skills available and existing needs, and there was now support from major organizations, such as the TUC.

"These signs mean we are a nation almost ready for a major educational advance in this sector," he said. "What is needed now is an act of political will to implement the vision."—THES.



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Business council berated

Decisions which "a committee of canals would greet with a horse laugh" are attributed to the Business Education Council in the latest issue of the Journal of Business Education.

In a leading article the council is also accused of attempting to go in several different directions at once and of never producing anything on time.

The conversion course which the council insists part-time students must take before embarking on a higher national certificate course, is described as a disastrous innovation. "It means an extra year's work for the part-time A level entrant. This will be a severe detriment to students and for their employing organizations." It would now take three years to do what used to be done in two years.

The council is behaving irresolutely in the matter of when its courses should start, the article says. "They send round letters which appear to be encouraging 1978 starts then, at the latest in the interimable series of conferences up and down the country, a member of one of the boards lets it be known that aiming for a 1978 start is a little ambitious. It is too much to expect a straightforward decision one way or other from the BEC."

The writer asks what are BEC relations with professional bodies? "The grapevine is full of dire warnings about lack of recognition of BEC awards by professional bodies and about lack of any contact between the two sides. What is BEC's role in negotiating exceptions?"

The article acknowledges that the Business Education Council has done much that is worthwhile in restructuring non-degree business education. "But there is a lot of room for improvement in BEC's performance."

Journal of Business Education, March, 1978, The Polytechnic, Huddersfield.

Managers left to train themselves

Most managers get little or no training, a Manpower Services Commission survey suggests. Companies seem to believe that their managers learn best from trial and error.

The survey, of a sample of the 300,000 managers in London and the four have had no training in the past year, and that a quarter of the companies offer no managerial training programmes. Few companies even supply managers with information about what training is available; a third of those who undertake training do so on their own.

Most managers who had received training thought it had helped their work and their progress towards personal objectives. But most of them said they found their academic

qualifications—where they had any—of little use in their job. Only one in three had a degree and, startlingly, in view of current beliefs that unqualified school leavers are at a crippling disadvantage, one in five managers had no formal educational qualifications. Two out of three managers started work

companies that do provide training only one in 20 relies solely on external courses, but that most use some. Last year just over half the total training was in-house, with private sector colleges, consultants, and professional bodies getting the lion's share. This is because the companies believe they try harder than the public sector to meet each company's needs. The main criticisms of the

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Officers push for pay review

Pressure is mounting for a review of education officers' salaries with the largest salvo in the campaign coming from the Association of Education Officers. Failure to take immediate action, it says, could damage the education service irreparably.

In a recent statement the association, the trade union arm of the Society of Education Officers, explained why education officers' salaries had been eroded. "The combined effect of the 1975 Hough-

ton report on teachers' salaries and the associated Southbury arbitration (advisers' salaries) has been to destroy carefully constructed relationships in local education authorities."

This had led to a drop in applications for posts and the possibility that the quality of candidates might drop. "Men and women with good honours degree, a teaching qualification and substantial teaching experience in schools or colleges are more necessary now than ever."

The course, announced last week by the North East London Polytechnic's East Anglian Regional Management Centre, is for an MSc in management. It is based on action learning, with students spending one day a week at the centre and the rest of the time at work. The course emphasizes that companies will not survive long in the services of promising young managers, as they would if personal were to be sent on a conventional management course. The idea is that the students—managers who are being groomed for top jobs—will be assigned the task of solving some real problem in their company as a practical project for study.

At a conference to announce the scheme, Mr Brian Littlewood, the centre's dean, likened the existing one day a week release schemes for lesser qualifications. He pointed out that the companies—who will have to pay the centre more than £2,000 a student—will be able to get the equivalent of a high level consultancy service, with the centre's staff and fellow course members advising a student on how to tackle the problem assigned to him.

But J. M. McKinnon Bond, the CNAA assistant registrar concerned with management studies, said this week that the council had agreed to underwrite the course only on the understanding that students were not completely out of their jobs for the six months of "taught" studies. "In most cases, we would expect them to carry out the project in an entirely different company, although it is acceptable for them to do so in some other division, say, can be no question of their continuing to carry out their normal work," Mr Bond said. "In view of the reports relating to the day release scheme, there would need to be further discussion with the polytechnic."

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Almost the last picture show?

Graham Wade mourns the decline of Saturday morning at the pictures

If you were initiated into the cinema at Saturday morning matinees for children at the local cinema, it is likely the impression was lasting. An auditorium given over to upwards of a thousand sticky-fingered kids, a hard week at school just behind them and all eager to extract the last pun/word of pleasure from their ticket-money, was sight and sound to capture the imagination.

Sadly enough, but one or two isolated pockets of resistance, it has now virtually died out. One sees the jostling queues of youngsters impatiently waiting at Fleapits' doors.

The one I attended in the 1950s became a howling alley; many others are now super-markets or bingo halls. Outside any of the few hundred still putting on kids' shows one now finds a thin trickle of young patrons.

The first recorded children's matinee took place at Mickleover, Derbyshire, in 1900. The movement quickly caught on and, in the period after the First World War, such programmes aimed at the 6-13 age-group became widespread, although many of the films were not made for young audiences, tending to be cheap westerns unlikely to attract adults.

The 1920s and 1930s saw massive attendance at matinees, when large numbers of kids who arrived late or could not manage effectively to defend their positions on the pavement, found themselves left out in the cold as the Pull Up sign appeared. In the late twenties it was appropriately known as "the tuppenny rush".

Ruby Rowe, who went to the Crown's matinees on Tyne-side in the 1920s, remembers clearly what it was like. "There used to be serials like the Riddle Rider—they were all goodies and we would be fighting in the aisles. There weren't any soft seats, just long wooden forms, and the noise was deafening. You didn't know half what was said on the film. The manager would go round the theatre grabbing the worst behaved by the scruff of the neck and throw them out. Mind, we were allowed to shout because, naturally, when we were watching the films we used to get excited and believe them. And when the film snapped there used to be real uproar."

In 1928 Lord Berners launched a series of experiments which grew into his Granada circuit clubs for young children. Later, in 1934, the Mickey Mouse clubs began sprouting up, their raging success built on an edification of cartoons, moral guidance, features and respect for the monarchy. The year 1936 saw the crowning of sweet Shirley Temple as president of the Gaiety British Club for children.

Today's cinema has become big business, particularly as it served as an excellent training ground for turning out consumers in the 1950s. It was not until the 1950s, when the impact of television, moral change and the introduction of the cinema club continued ever since.

In 1944 Lord Rank set up a children's division in his sprawling organisation. It was distinguished with the type of second-hand adult films being screened for children, however, social delinquents was to offer them something better than gangster films.



A few of the faithful—outside the East Ham Odeon



A gripping moment from Five on Treasure Island

His group became the first to produce films specifically for children, a move strongly influenced by Lord Rank's religious commitment, which also found expression in many of his major feature films and the establishment of the Lord Rank Foundation for Christian Communication.

Unfortunately, the children's division began losing substantial sums of money, and Rank felt he could not go on sustaining it for ever. In 1951, with the agreement of the British Film Industry, the Children's Film Foundation was created, to produce children's films for the matinee circuit. The reign of the CFF has largely followed the decline of the movement.

In 1959, for instance, over 1,000 cinemas drew 500,000 kids every Saturday. Today, some 400 cinemas (more than half belonging to Rank or EMI) attract probably fewer than 70,000 children each week. Many clubs have attendance of under 50.

With the audience the magic has gone. An Odeon I visited in Leicester—though reduced to a distinctly chilly feeling with only 20 kids in attendance.

I felt even more lost in a 250 seater ABC in London, with just 38 children to keep the company. To disabuse me further, I found most of the films on show—both CFF picks

ages—were of limited appeal to modern youngsters.

One programme began with a US cartoon of the endless Tom and Jerry variety, which inspired a little boy of no more than five to shout, but loudly, repeat the key lines of dialogue. "I thought I saw a puppy cat" echoed round the near-empty hall.

Next came *June Helps Out*, a black and white CFF production, which tells how, in the words of the commentary, "a good, dune, helps the children with the housework".

We were treated to 10 minutes of this large dog performing various feats for two middle-class farm children, circa 1955. It was painful stuff, full of "goodies", "oh howlles" and as spoken as we, which left the audience cheerless and still.

Another CFF black and white offering was *The Lockwood Jewels*, episode two of a serial called *Four Winds Island*. This features a girl whose uncle has just left her an island in his will. The now landowner comes out with impossible lines like: "Lloyd's have advised me to sell."

She treats her working-class servants—who, incidentally, are nasty criminal types attempting to deprive her of her rightful inheritance—in a haughty, condescending tone, which I suppose was designed to reveal her good breeding and character.

CFF does produce the odd winner, such

as Harley Coklis' *Glitterball*. But the fundamental criticism remains.

Three of CFF's current serials are *Panama Five* stories. Bob Dixon's recent comments on EMI Blyton's stories also highlight the weaknesses in the films: "What often happens pervades her work is the insistence on conformity to the most narrow, establishment type beliefs, practices and values."

Henry Godes, executive producer at the CFF, centres his middle-class ideas. He says children are unaware of class differences and it is only adults who are class-conscious.

But this is not an adequate answer. Blyton herself was aware of the moral stance and power of her stories. It is a pity the children's film movement should be repeating, even today, the mistakes and prejudices of a largely dead generation of children's writers.

The combination of irrelevance, and the waning march of Saturday morning television, with its *Mull-Coloured Swamp Shop*, could prove the final death blow to a phenomenon that has given untold enjoyment to millions of kids.

As I look back to my own Saturday mornings at the old Rex, it is not so much the films I remember, but rather the fun that was generated from the anarchy of the misadventure which seems to have been programmed out of the current matinees.

Bert Lodge charts the progress of a course that is down, but not yet out Whatever happened to the DipHE?

At a press conference given by Mrs Shirley Williams, Education Secretary, somebody mentioned the "new" sixth former—ready to leave after only half the usual period in the sixth with a new qualification, the Certificate of Extended Education.

"Does he exist?" a reporter asked, with some boldness. "I don't know. That's what the working party is looking at", she replied.

No such doubts afflicted the members of the committee which several years ago reported the existence of a similarly unfamiliar species of student—ready to leave after no more than two years of the usual degree course and emerge with a new qualification, the Diploma of Higher Education (DipHE).

"The DipHE course, although designed with the needs of teachers in mind, should be widely acceptable to prospective students and employers alike," wrote the James Committee on Teacher Education and Training in 1972. "It would be well suited to the needs of the many sixth formers who, because there is no attractive alternative, enter existing higher education courses without proper motivation."

For students who had not yet made up their minds about their future occupation there would be no obligation to commit themselves to a career choice at the age of 18. The colleges would contain a large range of students who, on completing the diploma course, would proceed on a number of different paths.

An appendix to the report says that "a hypothetical college with a student body of 1,200 would have 800 studying for the DipHE."

But at the annual conference of ACID—the Association of Colleges Implementing the DipHE—this year, it was announced that the total number of students on DipHE courses was 3,900. Giving these figures, Dr Edwin Kerr, chairman of the Council for National Academic Awards, said that the suggestion in the 1972 White Paper that higher education might arrange itself around the DipHE had not been taken up.

Yet people had been cynical about the innovation from the beginning. A survey by Dr Gerald Cortis, of Birmingham University, published in the summer 1977 *Higher Education Review*, found that a majority of all colleges and departments of education in England and Wales agreed that the DipHE was likely to be viewed as "a third-rate consolation prize for the academically unsuccessful".

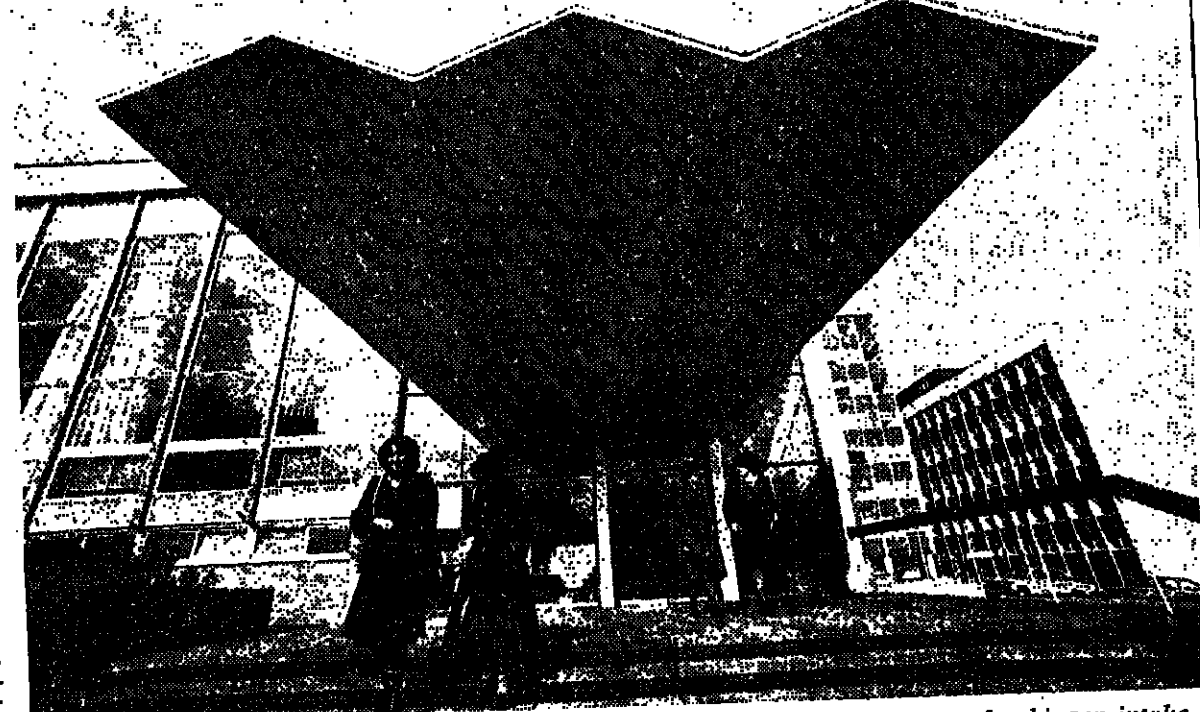
Growth has been remarkable all the same. From two courses available in 1974, the latest DES pamphlet *All about the DipHE* lists over 50 institutions offering courses. And Dr Kerr told the conference that there were 2,100 first-year students this year. On courses existing in their own right and unconnected to a degree course (what ACID calls "free-standing" courses) the recruitment has shot from 280 last year to 550. But this is nowhere near the volume of recruits expected by Lord James and his committee.

Yet seeing a chance to break away from the polarisation between science and the arts, the DipHE endeavours to make this innovation look like one. They designed three types of course where at the end of two years the diploma is awarded and the student has much more choice on how and where he spends the final year.

In the second type of course, the two-year programme is part of a degree, though after the DipHE the student has much more choice on how and where he spends the final year. In the third type, almost recognisable to the traditionalist, the student can take his DipHE at the end of two years and leave or go on to finish that particular course in a traditional way.

Within these structures there is an Academy's cave of subject choices and permutations, many on a modular basis. So where are the students?

The greatest source of recruitment to higher education is still those who come straight from school, despite the fashionably current exhortation to this group to go and work for a year or two before going to college. And a survey of student intakes at 27 institutions in 1977 by Mr John Davidson, secretary of ACID, shows that the colleges that are most attractive to this kind of student are those offering the least exciting kind of DipHE course—the diploma handed out in effect, after two years of a three-year degree course to whoever drops out or backs out.



Bradford College, where inclusion of Asian Studies in the course has encouraged a bigger intake.

At Padgate College, for example, where "all courses lead to BA after third year", 65 of its 86 diploma students this year came straight from school with two A levels. But of course few take the diploma at the end of their two years. They continue smoothly to the end of their third year and collect the degree, mostly in the same place.

Initially at least, allow him to enter their degree course only at the beginning of the first year. But in fairness it should be pointed out that many are bound by their own statutes which insist on a minimum period of residential study besides passing examinations to qualify a student for a degree.

It was not surprising to hear from Dr Kerr that more of the transfers were to degrees validated by CNA than by universities. Another difficulty is if you have the two A levels required for an orthodox degree, why not get on with it?

The engineering and science specialist committees of regional advisory councils (the bodies which veto or approve new courses in higher education) tend to agree that the new qualification creates confusion, that there is no obvious employment opportunity for the diploma in a firm, and that if he wants to transfer between courses there is already plenty of opportunity anyway.

It may have been this sort of resistance Miss Sheila Browne, senior chief inspector at the DES, had in mind when she told the conference they might make more progress selling the diploma if they were to concentrate on more general courses.

"You will need to talk to the schools", she said, which touched upon another reason for modest recruitment. Careers advisers on school staffs need to have confidence in what they are advising their pupils to do.

But if there is some cause for despondency at the response from schools, the attraction of the DipHE for mature students is much more promising. Much of the credit for this must go to the course planners. By including Asian studies as a major option (with oral fluency in at least one Asian language required) Bradford College, for example, attracted an intake of 75 this year, of which 63 were mature students.

Waiving the two A-level rule for this age group is an added incentive. At North-East London Polytechnic, where students devise their own free-standing course with their own free-standing diploma, the DipHE is in this category. The polytechnic also has a BA by Independent Study which diplomates can join in the final year.

This must be one of the best-kept secrets in the DipHE field. Dr Kerr conceded that this question of transfer was a sticky area. Where an individual with the DipHE wanted to transfer to a non-validated degree course, the CNA was prepared to delegate responsibility for the decision to the admitting institution he said.

Factors working against the sales of the DipHE end to end of it can be seen by transferring to another degree and risk being subject to discretionary grant regulations before the end of the year. Furthermore, the traditionally conservative universities could be expected to look suspiciously at the holder of this strange new title and

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Council stuck with 3 men in one job

Clwyd education department has three deputy directors of education doing the work of one, according to a report by a firm of management consultants. But the education committee feels it can do little to trim its top-heavy bureaucracy.

After local government reorganisation Clwyd had to find jobs for two chief education officers and two deputies because of a policy of no redundancies. Mr John Howard Davies, one of the CEOs who made the director of education; the other three became his deputies.

One of these handles advisory and professional matters, another administration, including school support services, and the third deals with research and development.

A subcommittee of the education committee which considered the consultants' report, has decided that it will work towards a policy of five officers at the second and third tiers.

This, Mr Davies explained, could mean one deputy director and four assistants, or two deputies and three assistants.

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TES 5/5

Sport

Schools to have say in cricket inquiry

by Stanley Levenson

Schools in England and Wales are to be given a chance to take part in the Cricket Council's massive inquiry into youth cricket.

Questionnaires have gone out to all I.E.S.s., with subsidiary questionnaires to be passed on to the schools. These seek not only information but views, advice and proposals.

Mr Brian Aspinall, secretary of the National Cricket Association, which looks after cricket not controlled by the Test and County Cricket Board, said it was easy to make sweeping statements about allegedly declining support for cricket in schools.

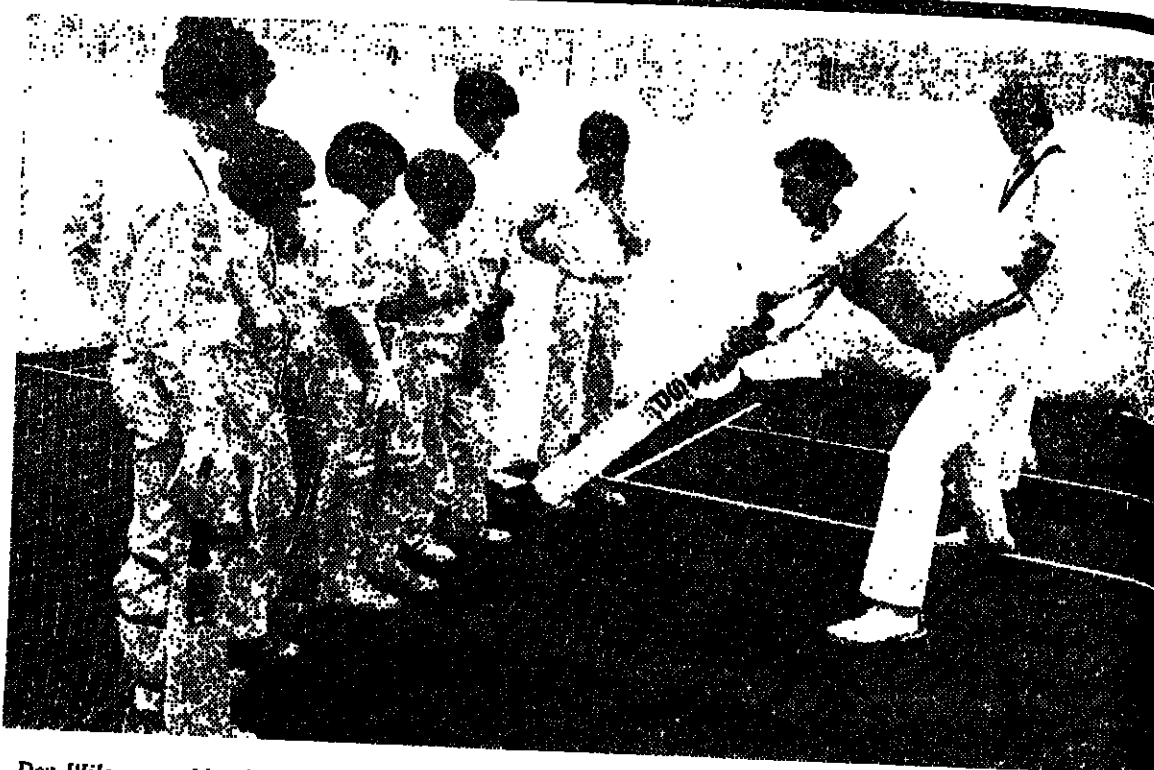
There were no facts to support this. In fact there was some evidence to the contrary. In any event, guesswork achieved nothing that is why the schools are being asked to have their say.

However, Mr Aspinall did refer to one major obstacle: "Lack of facilities of the right kind is going to be our biggest headache."

Other sectors of the cricket world, such as the first class and Minor counties, have already been involved and three committees are hard at work studying the replies. These will be taken back to the main committee which is headed by Mr F. G. Mann, a former England captain.

When the massive job of collecting information and views is completed, hopefully by July 31, the facts will be fed into a computer for analysis and the results will then go back to the Mann Committee.

Its brief is to consider any changes necessary to enable more youngsters to enjoy and play cricket, improve facilities and raise standards.



Don Wilson coaching boys from City of London School at Lords Indoor Cricket School.

Daring sport designed for girls

by Anne E. S. Howarth

Has the magic of those stunning performances in girls' gymnastics at the Olympic Games in 1976 faded from memory? Have those aspiring girl gymnasts turned their fickle attention to new crazes?

The answer would appear to be no. An investigation of gymnastic clubs shows a steady rise in interest; many clubs now have long waiting lists for new entrants.

At last girls have a sport that is really designed for them. Olympic gymnastics has grace, agility and daring; it requires great skill, it is exciting to watch and it is highly competitive.

During the past 100 years girls have been taking part in sports that were primarily designed for men. Games such as hockey, basketball and volleyball have all been enjoyed by girls, but girls have never been able to compete successfully against men.

In gymnastics they are alone. This sport demands something different from the endurance and great muscular strength demanded in most male sporting events.

The enthusiasm for this sport is, therefore, understandable even though at international level it requires complete dedication and a high level of skill, but what is not understandable is the lack of encouragement the sport receives in schools.

It is impossible for infant and junior schools to provide the complex apparatus and expert teaching required for a full Olympic programme of activities. But it would be possible for them in physical education lessons to cover basic gymnastics with boys and girls that could be the beginning of Olympic work.

In the middle and secondary schools this basic work could be built on, challenging the able pupils to more complex activities within a structure that would not leave out the less able pupil.

The official viewpoint towards Olympic gymnastics, particularly girls' Olympic gymnastics, is represented by the physical education establishments is that Olympic gymnastics should remain a club activity and the gymnastics taught in the timetabled lessons should be modern educational gymnastics.

The viewpoint that is educational gymnastics has been guardedly handed down to generations of physical education students attending the women's colleges of physical education. This gospel is still being preached. Educational gymnastics, if taught well, may indeed live up to the claim made by many authors on the subject that it is the basis

of physical literacy which may transfer into other sporting areas.

The indoctrination of young teachers into the beneficial aspects of educational gymnastics in no way prepares them for the reality of 13-year-olds rolling about the gymnasium floor without apparent skill or purpose.

Many have succumbed to the arguments of their disbelieving male colleagues and, as a consequence, teach as little gymnastics as possible, preferring the well trodden areas of athletics or volleyball to the hazy quagmire of "use of levels" or "variations in speed" as a theme for a lesson.

Sadder of all for these teachers is the realization that, if they do set up a club for Olympic gymnastics, they have neither the knowledge nor the equipment to make the club worthwhile. A bare eight hours' tuition hardly qualifies anyone to teach a subject that is based on a progressive structure of abilities.

Modern educational gymnastics rose from the ashes of formal gymnastics, flowering in the fifties' climate of child-centred education.

This was a time of austerity so the subject prudently did not make expensive demands for new apparatus but adapted and made use of

the existing standard gymnastic apparatus, such as the pommel horse, the wooden box, the bars and the ropes.

The Olympic apparatus of uneven parallel bars, vaulting horse and balancing beam is expensive and not particularly suitable for the needs of educational gymnastics, although many teachers will argue against this, realizing that expenditure on Olympic apparatus would not be justified if this equipment was only being used after school.

Many teachers are unashamedly teaching Olympic gymnastics as the time-tabled gymnastics to all first and second year girls in their schools.

It is not time then that the physical education arbiters withdraw their heads from the academic sands and looked into the gymnastics of our schools? Is it not time that those budding Nadia Comanecis and the not so budding Lorraine Pinckney should have an opportunity to experience a sport that has captured the imagination of millions and to try out this sport within the aegis of the school?

There is a movement towards a more structured approach to educational gymnastics; could this not be married to the demands of Olympic gymnastics and together produce a gymnastic programme that would be both a basic course in the learning of activities that could be used in Olympic work and provide situations which demand the utilization of physical skills which would develop a physical awareness of self?

But first they will have to beat Stoke Sixth Form College who reached the final via a 2-0 win over Highfields School, Wolverhampton, in the other semi-final.

The date and venue of this delayed final has yet to be arranged.

Either Kenton Comprehensive School, Newcastle, or St Bonaventures RC School, Forest Gate, London, are the new under-16 trophy winners, their final in Newcastle being played as we went to press.

Each won their semi-final 1-0. Kenton against St Thomas More RC School, Preston, and the Londoners against Hartcliffe School, Bristol.

Scots golfers join the trek to Connemara

Two excellent individual performances marked the Scottish finals of the Aer Lingus schools golf championships held at St Andrews. Frank Coum, with a 73, led Robert Gordon College, Aberdeen, to victory in a close finish. Robert Gordon's three boys totalled 231, just two better than Morrison's Academy, Crieff, who, in turn, were two strokes better than Carnoustie High School.

In the girls final Pamela Wright, only 13, went round in 89, which helped Aboyne Academy, Aberdeen, to a two-girl total of 187, which was far too good for the Troon, with 199. Marr College, Pamela comes from good golfing stock—her father, Emis Wright, and mother, Jeanette Robertson, are former Scottish champions.

There was a tight squeeze too at Mosley Golf Club where Midhurst Grammar School girls, last year's English and international champions, were dethroned by Prudhoe, on-Tyne School. Prudhoe, second in

the 1977 English final, returned to one better than Midhurst and a better than Edgbaston High School. Edgbaston's Alexandra Price, 83, had the best individual return.

Two days earlier the Welsh final was decided at the Southern Golf Club, near Bridgend, where Bishop Gore School, Swansea, won for the third successive year. Bishop Gore's three-cord total was 259, followed by King Henry VI School, Abergavenny, on 268. Ysgol Ardudwy, Harlech, on 270, Chreos Dickens, of Bishop Gwynedd, had the best individual round, 81.

The Robert Gordon and Bishop Gore boys now join Poole Grammar School, Dorset, and St Saviour's High School, Cork—who won the English and Irish final two weeks ago—in the grand final at Connemara next month.

Rivals to Aboyne and Prudhoe in the girls' international final will be Loreto Convent, Balbriggan and St Thomas Jones School, Amherst, Gwynedd.

Roan try for third title

Roan School, Greenwich, London, holders of the schools under-19 football title, have become the first to play in successive finals. They beat Torquay Grammar School 4-1 in the semi-finals and are now in a final position to win their third title—they were also champions in 1971.

But first they will have to beat Stoke Sixth Form College who reached the final via a 2-0 win over Highfields School, Wolverhampton, in the other semi-final.

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More talks on links with sport

The dialogue between the physical education world and the governing bodies, which began seriously last December, is to continue with another seminar in London on May 30.

St Jack Longland will provide over the proceedings organized by the Physical Education Association, with sponsorship from Nissan International, the sport equipment people.

The theme, "Education for Sport", will allow both wings to talk over problems of liaison, communication and joint work.

Among those who will be speaking are Mr Ron Pickering, former physical education teacher and coach, now a television commentator and recreation consultant, Mr Annette Stapleton, training director of the British Amateur Gymnastics Association, Mr John Pearson, head of physical education in a South London school, Mr Clive Bond, of Carnegie, and Dr Ray Watson, head of research at Chelsea School of Human Movement.

How to sail—and climb

Courses in sailing and mountain activities for sports teachers and school parties of 15 year olds and over are listed in booklets just issued by the Sports Council. They will be held at the National Sailing Centre in Cowes and at the National Centre for Mountain Activities, Plas Y Brenin.

The Cowes course includes one of 10 weeks in autumn. "The Sea In Education" is designed for teachers. It will help to foster practical ability in boat handling and knowledge of the sea. There is also a wide range

of one-week and weekend courses for sailing instructors.

At Plas Y Brenin there are instructor courses in mountaineering, rock climbing and orienteering. Each lasts a week. There are a number of one-week courses for school groups on general outdoor activities. As well as canoeing, rock climbing, skiing, mountain walking and orienteering, these will include an overnight expedition using tents.

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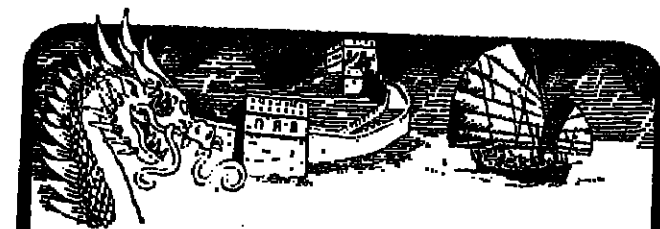
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Lack of cash may cripple California's schools. Charlotte Beyers reports

Tax cut threat to 29,000 jobs

BERKELEY Nearly 29,000 Californian teachers have received dismissal notices because of a Bill that promises relief from high property taxes and could cost the state's schools 38 per cent of their income.

Educationalists think the Jarvis/Gann Initiative, which Californians will vote on in June, could cripple the schools.

The California Teachers' Association has filed suit in the State Supreme Court on behalf of the 28,809 teachers involved in case they lose money if the Bill is passed. The law says teachers should be given six months notice if they are to be laid off.

In Los Angeles, schools are preparing two budgets. The first assumes the defeat of the Bill. The second calls for a dismissal of 18,000 teachers, half-day sessions in all elementary and secondary schools, and suspension of sports and counselling programmes.

In Northern California some schools are taking a different outlook. "Rather than dismiss teachers, we'll run the schools as long as we can, but we will surely have to close early and turn to the state for support," said one junior high school principal.

The Bill would cut property taxes by 55 per cent or \$7 billion, by limiting them to 1.25 per cent of the market value, a figure that would decline to 1 per cent as bond debts are paid off.

State School Superintendent, Wilson Riles, estimates that it would cost schools \$2.5 billion, 38 per cent of their revenue. The California State Board of Education has voted unanimously against the initiative and president, Michael

Kirst, an education professor at Stanford, is confident the proposal will not pass.

But Jarvis/Gann backers obtained a record 1.5 million signatures to have the measure placed on the June 6 ballot.

The combination of inflation, population growth, and land use restrictions has forced a rapid rise in California property prices. Property taxes have more than doubled in five years and the state currently has a \$3 billion revenue surplus.

Economist Dr Milton Friedman says: "The measure provides a good way to trim government fat. This year's Jarvis/Gann measure has thrown politicians and state employees into a literal state of

panic. If the government had a billion less to spend, the public will have \$7 billion more to spend and will spend it wisely."

Groups like the Parent-Teacher Association, the League of Women Voters, the American Federation of Labor and the Congress of Industrial Organizations are working actively against the passage of the Bill.

Although the measure would affect four-year colleges and universities, which receive most of their revenue from income taxes, they would cut community college income by 36 per cent.

Public opinion polls show strong support for the Bill. However, the potential voters have yet to decide.



Property in Los Angeles. High taxes pay for schools.

Sweden

Sex teaching leads to fall in population

from Colin Narbrough

STOCKHOLM Sweden is facing a drop in the birth rate as people steer away from formal marriage.

Growth in population has never exceeded 1 per cent a year but since the Second World War immigration has helped to bring the population up to just over eight million.

Extensive sex education and the pill have played a key part in the new trend. So, too, have changing social attitudes and heavy taxation.

At one time it was cheaper to live together than to pay taxes as a married couple. In 1966 there were 61,000 marriages in Sweden and 123,000 births. By 1975 these figures had fallen to 103,000 marriages and 44,000 births. With the declining population growth the proportion of old people continued to grow.

The workforce has nevertheless managed to grow from 3.2 million at the 1960 census to 3.5 million in 1975 but significant changes have taken place in the relative roles of men and women. In 1960, 80 per cent of men and 33 per cent of women aged over 16 were actively engaged in the labour force. Fifteen years later the figures had changed to 68 per cent and 42 per cent.

The forecast population growth, based on present developments, shows that if immigration continues at current levels (10,000 to 20,000 annually) the population will continue to increase until the late 1980s, after which it will start to decline. If net immigration stopped immediately the population could be halved by the mid-twenty-first century.

Dr Ingvar Holmberg of the demographic research institute at Goteborg University thinks that fertility will not continue to decrease at present rates for long. He expects it to stabilise at a constant low level.

But reaching population stability will mean resolving the conflict of ambitions in men and women.

Most immigrants are Finns and there is no foreseeable halt to the supply which will probably prevent actual depopulation in the next few years.

Spain

Strikers dig in their heels over pay and security

from James Connell

BILBAO Nearly 80,000 teachers have joined the national strike of primary school teachers which started earlier this month and they show no signs of giving in.

The teachers are demanding among other things a minimum monthly salary of 40,000 pesetas (£270), a 22 per cent increase, and a readjustment of increments scales to bring them in line with the present 28 per cent inflation rate.

Teaching staffs from primary schools have still to negotiate their annual agreement with the Federation of Educational Employers, who still provide over 40 per cent of Spanish school places. The Education Ministry has already named an impartial negotiator.

A separate full-scale strike is threatened in the private sector if a satisfactory agreement is not reached by the end of this month.

By one day strike was organized by the Federation of Independent Education Unions to draw attention to what it considers the alarming state of job security in the private sector which still provides tuition for over 40 per cent of Spanish children.

Escalating fees have been a prime motive for the switchover of pupils from private to state schools and the increasing number of places created by the government's crash investment programme in state education.

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GENTOURS

France

Shake-up at the top should ease tension

René Haby, architect of major secondary school reforms, has been ousted

from the Ministry of Education in favour of

Christian Beullac, former number two at Renault

Better relations are expected between the Ministry of Education and the teachers' unions following last month's Cabinet reshuffle.

Among the issues facing new Education Minister, M. Christian Beullac, are reducing the size of primary school classes, measures to halt the closure of schools in country areas and improved conditions of employment for primary school teachers.

The appointment of M. Beullac, 53, to the Ministry of Education was not entirely unexpected. Over the past few months his predecessor, M. René Haby, himself an ex-teacher, has faced increasingly strained relations with the major teacher unions.

Their major disagreement was the introduction of radical reforms in the lower secondary schools from last September.

The reforms, aimed at setting up a common curriculum for the 11 to 16 age range, were part of the second stage of the changeover to the comprehensive middle school for all children in the state sector.

The proposal to introduce remedial classes in place of the monumentally rigid streaming system was roundly condemned as a disguised form of selection. Opposition, strong among left-wing unions, valued some of the more moderate as well.

Complaints from history and geography teachers have been loud. With the introduction of physics and technical studies, many historians and geographers felt that innovation was taking place at their expense.

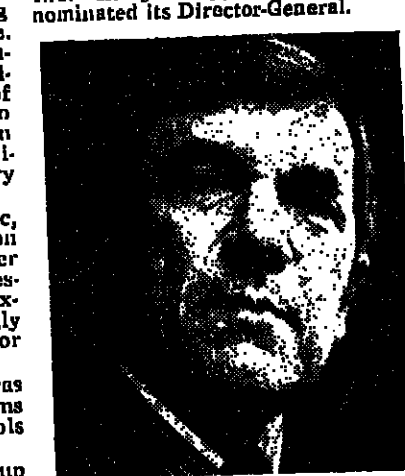
Whatever the present complaints, M. Haby's five years in office will not have passed unnoticed. During this period France completed her transition to the comprehensive middle school. And considerable alterations were introduced at the upper secondary school level as well.

M. Haby's period in office also saw important improvements in opening up the school to the local community with the creation of elected parent-teacher committees for both the 11 to 16 college age pupils and the 16 to 18 age pupils.

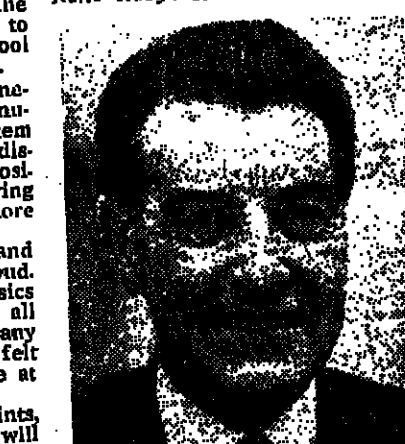
Steps were also taken to permit some initiative by teachers by setting aside 10 per cent of the weekly timetable to be used as individuals see fit.

The arrival of M. Beullac at the Ministry of Education is particularly significant, set against the major problem currently facing French education at all levels—youth unemployment.

The incoming minister has considerable experience in this field.



René Haby: strained relations.



Christian Beullac: starting talks.

M. Beullac holds what is termed here a "technical appointment". He does not, for instance, hold a Parliamentary seat. This is not necessary under the constitution of the Fifth Republic where technical appointments are made by the Prime Minister and confirmed by the President.

His first task as minister has been to begin a round of consultations and discussions with the major teaching unions and with the lower house, where technical appointments are made by the Prime Minister. This has been welcomed by a teaching profession used to a less open approach.

But with his known links with the French employers federation, there is still a certain unease as to whether his reputation for efficiency and toughness as Minister of Labour will allow the honeymoon to last very long.

Italy

Four-point plan to improve discipline

from Dalbert Hallenstein

TURIN Proposals to reform the school disciplinary code have been announced by Minister Senator Mario Pedini following violence and turmoil in Italian schools.

Because of the teachers' inability to cope with the deteriorating situation using the outdated 1925 school disciplinary regulations, the National Education Council stressed that the new disciplinary code must limit permissiveness without being repressive.

Senator Pedini's Statute of Pupil Rights and Duties deals with four major aspects of school life.

On the problem of prolonged absence from school—many secondary school pupils are regularly absent from lessons because of political activities—the proposals say that if a pupil is unjustifiably absent for more than a third of the school year, he will be excluded from the end of the year examinations and teacher evaluations.

In other words, he will fail the year. This is bound to be hotly disputed by the pupils. Already some pupil leaders have announced that they consider it a move to prevent school political activities and strikes.

The second proposal is that any pupil who fails to study diligently, or whose personal behaviour is consistently contrary to school rules will be officially admonished and his parents informed. If a student should be admonished for a second time, he will fail his year.

Pupils will be expelled for at least a year if they are discovered in possession of firearms, or other dangerous weapons, or under the proposed Statute. The same rule will apply to acts of aggression against staff or fellow pupils.

The proposals give the pupil the right that no disciplinary action can be taken without first hearing the accused's point of view, and that of any witnesses he may call. Pupils have the right to a relationship with the school and its teachers which "completely respects their personality", the right to regular class discussion meetings, and to participation in school government.

South Africa

Black spending lags behind

South Africa is spending four times as much on white as on black education—although there are four times as many blacks as whites in the country.

According to figures supplied by the Department of Statistics to parliament the Gross National Product (GNP) in 1975 was R27,725m (£18,250m). Of this, 2.38 per cent was spent on the education of whites and 0.7 per cent on Africans. The sums allocated to Coloured and Asian education were 0.53 and 0.22 respectively.

West Germany

Court overturns controversial call-up

by David Dungworth

The Federal Constitutional Court in Karlsruhe has ruled that the National Service Act of 1977 is unconstitutional and must be from the statute book.

Between August 1 and December 15, 1977, when the Act was in force, young men in West Germany were able to avoid 15 months in the armed forces merely by informing their local call-up office in writing that they were conscientious objectors.

This made them liable to 18 months' civilian service which they might spend working in hospitals, old people's homes, centres for handicapped children, with youth organizations or the Red Cross.

Knowing that the highly controversial piece of legislation would

have been rejected by the Christian Democrat majority in the Bundestag, the Federal Government had submitted it direct to President Walter Scheel for signature.

The opposition parties in the lower house, backed by the state governments of Baden-Württemberg, Bavaria and Rhineland-Palatinate, responded by bringing an action in Karlsruhe claiming that the law was unconstitutional.

An injunction temporarily suspending its provisions was made at the beginning of December (TES/January 13, 1978). The present judgment represents a serious defeat for both the Government and the left-wing of the SPD and FDP.

A majority of seven to one the judges ruled that the Act did in fact

require the approval of the Upper House because it only encroached upon the jurisdiction of the Bundestag but also radically altered the situation by removing the need for conscientious objectors to justify their reasons for seeking exemption before a tribunal.

In reaching its verdict the court had considered the number of young men registering as conscientious objectors.

During the four and a half months when the Act was in force there had been almost as many applications for exemption as in the entire year of 1976. This led the court to believe that the people concerned were expressing a preference for the less rigid conditions of civilian service rather than a genuine opposition to military service.



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1968
TEN YEARS ON

THE TIMES HIGHER
EDUCATION SUPPLEMENT
On sale at newsagents today

Ten years ago saw the beginnings of a mounting wave of student protest which swept through the USA and Western Europe.
This week in The Times Higher Education Supplement, David Riggall, Professor of Social Sciences at Harvard University, analyses the striking changes in mood and attitudes that have taken place in American Universities and colleges since those heady days.

Days of innocence?

Ten years ago tomorrow, thousands of students in Paris took to the streets. So began the 'events' of May, which made such a dramatic impact on French life, and on student attitudes and actions in other countries.

Today, Paul Moorman assesses the long-term effects of May 1968 on student life in Britain and elsewhere, and talks to two prominent leaders of the period, Rudi Dutschke and Daniel Cohn-Bendit; while John Gretton adds a personal reminiscence of being where the action was

The flying flagstones in the streets of Paris in May, 1968, marked the end of student innocence. The grievances of educated, mostly middle-class young people throughout the industrialised western world came to the boil on the barricades of the Left Bank.

Alarmed governments, confronted by the threat of violence from a hitherto wholly unlikely quarter, were forced to acknowledge the reality of student power. In France, General de Gaulle warned that the "delicate fabric of democratic society" was at risk.

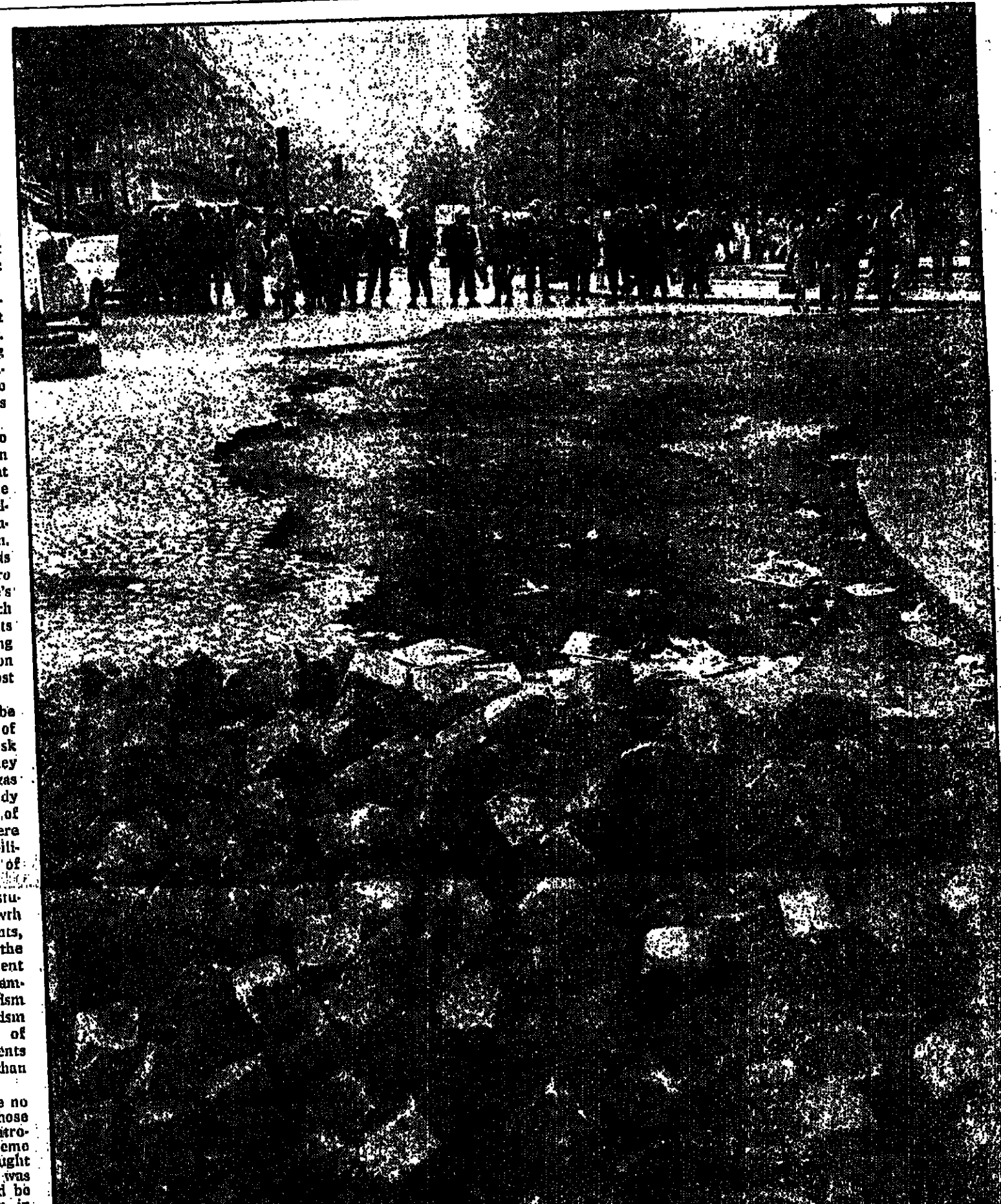
Ten years on, the mood on the campuses has shifted dramatically. Instant revolution is as dated as the mini-skirt. Nobody believes any more that marching around the walls blowing youthful trumpets will make the citadel fall. The silence is deafening. The world has moved on.

In the sixties, the enemies were easy to identify. And the ease of identification led, erroneously, to the conclusion that they would be easy to beat. In the emerging "permissive" society, the universities all too often stood out as beacons of outmoded authoritarianism. Resistance to the notion of students as adults was deeply entrenched: in loco parentis was a key canon in academe's Holy Writ, particularly in countries such as Britain, with a tradition of students living in university buildings. A dying code of sexual morality was foisted on precisely the group of young people most opposed to it.

Students arrived at university, to be told that their job was the pursuit of truth and that to undertake such a task required a questioning mind. But they soon found out that the questioning was not supposed to extend into such muddy metaphysical waters as the running of the universities themselves. Nor were course content or the lecturing capabilities of dons deemed proper objects of inquiry.

The sixties, too, saw a doubling of student numbers in many countries. Growth was the great god of all the governments, and a highly educated work-force was the best way to achieve it. The student population explosion opened up the campuses as never before. Intellectualism became almost a dirty word. Elitism certainly did: the new generation of student leaders demanded that students should be treated as a part of, rather than apart from, the rest of society.

Militants argued that students were no different from any other workers. Those countries, like Britain, which had introduced a comprehensive grants scheme suddenly found the hand they thought was feeding an appreciative recipient was being savagely bitten. Grants should be looked on as wages—a right, given in recognition of the fact that the state needed trained technology-faddens. The



At the time, the night before on the battleground of the Paris boulevards, May 12, 1968.

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Hutchinson Book 1 £1.95, 09 129931 4. Book 2 £2.25, 09 129321 9. Workbooks 1 and 2, 70p each, 09 129971 3 and 09 129981 0.
Technical Graphics for Schools, By John Twyford.
EARO, Ely, Cambs. 60p, 904463 17 6.

The omnibus edition of F. B. Maycock's books first published individually in 1963 and 1965 is a sound basic book for the teaching of traditional technical drawing. It is excellently produced with high quality illustrations, but the presentation is dated and old-fashioned.

Most technical drawing teachers will have proved the value of square and isometric grid papers as an effective aid to thorough learning. It is a pity that the opportunity was not taken to make a thorough revision in the light of current trends, and to include a section on Third Angle Projection which our students need and to provide a comprehensive index.

It was a great pleasure to pick up S. J. Zammitt's practical book for Motor Vehicle Students. It will have an immediate appeal for most 14 to 16-year-olds because of the obvious relevance in the examples to be worked.

Following a clear explanation of the need for geometrical construction and the methods by which they are drawn, good examples are included which require thought and care in execution. The explanations of first and third angle orthographic, isometric and oblique pictorial projections are all very clear and concise. I particularly liked the final section on line drawings for fluid systems, power paths and circuit diagrams. This is a book to be recommended for all technical drawing rooms.

Technical Drawing for Today by T. Driscoll has been written, and written well with the needs of developing countries in mind. Yet it has been published in the UK with the hope, presumably, of a much wider appeal.

There are, however, a number of awkward explanations and a few obvious errors within the book. I found the description of a tangent to a circle, for example, a little confusing. The examples in the two books were a refreshing change from so many to be found in such books. Again, pictorial drawings and photographs help to make the problem clearer with the occasional use of square and isometric grids in felt print to the student. I wonder if the publishers have considered issuing these workbooks as spiral-bounders for in that form they would be a most attractive purchase.

Technical Graphics for Schools by John Twyford is a trial production published by an LCA's resources and technology centre, and is the result of one man's individual and interesting approach to the subject. I found it a great help with certain students for the topics offered may well capture a child's interest and attention by the breadth of subject offered. It is an art-oriented approach to the subject: a needed book of this kind is needed to balance the overemphasis on the disciplines imposed by mathematics that some teachers wish to have accepted.

I hope, however, that before the book goes into full production, opportunity would be taken to simplify the presentation a little.

World Resources 2: Metals, By D. S. Scott.
Whetton £1.60, 08 020640 9.

Fresh from *Energis*, the first in the Whetton *World Resources* series, D. S. Scott now turns to metals. No lack of imaginative horsepower here, either, though his brakes could do with a check. The account gallops through iron, aluminium, copper and a further dozen of the principal metals, taking diamonds, asbestos, rock salt and fluorapatite in its stride, before pulling up painting.

Never mind the excursions beyond the metallic. This is an engaging and subtly selective introduction to the mineralogy, extractive metallurgy and uses of some of the principal

and normal to a Cycloid interesting but there is much simpler method to be found in more standard textbooks and the lengths required to draw a hyperbola as a locus are more simply obtained by the gradient method.

By convention, the XY line denotes the intersection of the horizontal and vertical planes so it is confusing to find a new interpretation. I found auxiliary views (and indeed the whole explanation of auxiliary projection) over-elaborate to the point of confusion. To compensate there is a very good section on intersections by the parallel line method that is easy and clear to follow. Throughout, the drawings are excellent but it is a pity not to find the recommendations of BS 308 1972 fully appreciated in a book published in 1977.

The book unfortunately leaves the impression that the sole purpose of teaching technical drawing is for the student to pass an examination. R. K. Mullins and D. A. Cooper give us in *Programmed Technical Drawing Books 1 and 2* a clear and useful approach to the learning and understanding of the subject and all the essential concepts comprehensively covered. The use of photographs, line drawings and a second colour make them visually attractive and easy to understand. First and Third Angle Projection, not even just once?

It is a pity that the opportunity was not taken to make a thorough revision in the light of current trends, and to include a section on Third Angle Projection which our students need and to provide a comprehensive index.

The identification key system devised by Schwankl is repeated in detail, but I cannot help thinking that the examples of its use are wrong in assuming that readers will work through the lengthy process of the system before comparing an unrecognized timber with the samples provided.

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With the grain

What wood is that? By Herbert L. Edlin.
Stobart and Son £6.95, 85442 008 8.
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Like its older namesake, the new book contains slips of "actual wood samples" in veneer form of the "forty timbers in commonest use today". After that "commonest use" definition, the absence of European redwood and chestnut, for example, comes as a surprise. But it becomes apparent that it is aimed as much (if not more) at the United States market as the British.

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Engineering works

A. J. Reynolds

Welding Process Technology, By P. T. Houldcroft.
Cambridge University Press £8.75, £21 21530 7.
Advancing Technologies, Edited by E. G. Semler.
Mechanical Engineering Publications £6.00, 85298 346 8.
Mechanical Engineering for Link Cousses, By T. E. Savage and D. W. G. Hall.
Macmillan Press £1.95, 333 19242 7.
Basic Mechanical Engineering, Prepared by Industrial Training Branch, National Coal Board, Horder and Stoughton £1.95, 340 19585 1.
Mechanical Engineering Craft Studies, Part 3, By A. Greer.
Edward Arnold £3.65, 7131 3390 2.

These five books all deal with aspects of the broad field of mechanical engineering, but they are widely different in aim.

P. T. Houldcroft's is a thorough exposition of current welding practice and will be useful to professional designers and production engineers, and to those craft teachers who seek to keep up to date. E. G. Semler's compilation presents the specialized engineer, the layman or the student with an overview of 13 "growth points" ranging from fast nuclear reactors to postal mechanization, and from machine tools to polymer engineering.

The other three books are designed for young people starting careers as engineering craftsmen and will probably be of greatest direct interest to readers of this review. As their title indicates, Savage and Hall write for the student who is not yet fully committed to engineering. Their first section

encouraged to apply to all problems a consistent approach which involves the choice of a frame of reference, the representation of body's position, velocity and acceleration, the representation of all forces acting on a body, and the application of mathematical techniques to solve the governing equation of motion subject to given initial conditions.

The mathematical approach assumes a substantial acquaintance with algebra, geometry, trigonometry and calculus. Thus such facets as vectors and matrices are found from the start, while differential equations and multiple integrals take their places naturally and appropriately.

At least two significant advantages accrue. The tedious circumlocutions of old fashioned texts in mechanics, whose writers refused to introduce elementary calculus, are demonstrably unnecessary; and the speed of progress through the subject is such that a comprehensive coverage of dynamical fundamentals can be achieved in a single book of about 350 pages.

That coverage starts with explanations of mathematical modelling and the basic assumptions about space and time in Newtonian mechanics. It ends with considerations of rigid bodies (rotation about a fixed axis, the compound pendulum and so on). The interim chapters on projectiles, orbits and rockets, and the treatment of oscillations and motion against resistive forces are outstanding.

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"Making Things Work" aims to explain what engineering is about. There are some errors in the explanations of principles of operation, but the text is supported by some good line drawings and the authors' intention is likely to be met. The following sections on material selection, joining, and joining are also well illustrated and together provide a good introduction to this aspect of engineering. Modest student activities, closely related to the preceding text, are suggested throughout the book, as well as some more specific "project" activities related to the bicycle.

26 Books/Technical

A new look for the electronics industry

Clifford Jenkins

British Industry Today—Electronics, CBI Reference Pamphlet 145 745
 HMSO £1.40, 11 700802 8.
 Electronics (Second edition), By R. A. Sparkes
 Hutchinson £1.75, 09 132431 9.
 Electronics II, By G. D. Bishop.
 Macmillan £2.95, 333 21390 4.
 Study Notes in Electrical Science, By Noel M. Morris.
 Macmillan £2.95, 033 21216 9.

No one can doubt the enormous impact made by the technological developments of the electronic industry. Man is living literally within the orb of an electronic space-age; a kind of science-fiction world where there is a fascination with silicon "chips", quadruplex equipment, geostationary satellites, computers, scanning electron microscopes which detect chemical information from areas less than 0.03 microns. The total sales during 1975 for the United Kingdom alone is estimated at £2,633m. This is but a tip of the iceberg in terms of the worldwide research and development of the electronics business.

Any attempt to describe this complex industry today is bound to be a difficult one. Nevertheless, a very useful resource for educational establishments is needed. A government-sponsored pamphlet is not one of the most exciting documents

to recommend, but at least 145 provides a valuable concise summary of electronics in British industry. It begins with a cursory glance at the conception of the industry through radio and broadcasting followed by a description of the subsequent development and structure, employment and location, main products, overseas trade, investment and research. A reading list has been included.

The diverse interest in the science of electronics is probably stimulated by the fact that so many young people are encouraged to participate in project work in schools and colleges. The text of *Electronics* takes the form of an instruction manual which leads to the construction, for example, of various alarm systems, timers, simple binary circuits and radio. This is a splendid practical introduction which will be welcomed by all concerned with elementary electronic exercises.

Technical courses in the field of further education are being completely rationalized as a consequence of the implementation of the government's Huxley Report in 1969. The Technician Education Council (TEC) is responsible for the present reorganization of traditional National Certificate, Diploma and City and

Guilds courses into an educational programme based upon a matrix of units of study. One of the ramifications of this major reform is the noticeable emergence of a new style of technical publications.

The topics covered in *Electronics II* are related to the syllabus of the Standard TEC Unit which is central to both the Telecommunications and Electronic Technicians Programme. The text is presented in a clear and attractive style with numerous illustrations which students will find particularly helpful. Each of the six chapters is thoughtfully concluded with an interesting range of multiple-choice questions to reinforce the fundamental principles of the subject. This kind of book will be much appreciated by both students and lecturers of technology alike as a lucid description of some of the important aspects of communications and industrial electronics.

In contrast to the usual course oriented textbook Mr. Morris has provided a collection of brief notes with some diagrams on a fairly comprehensive selection of electrical subjects. His intention is to alleviate the task of arduous study by listing essential formulae and giving a resume of the associated topic. It is difficult to assess the merit of this exercise. The current introduction of TEC Units would seem to make the need for this form of supplementary textbook questionable.

Elemental zoo

Zinc and its alloys. By S. W. K. Morgan.
 Macdonald and Evans, £1.00, 7121 0945 7.
 Nickel and its alloys. By W. Betteridge.
 Macdonald and Evans, £1.00, 7121 0947 1.

To each humble domestic animal its characteristic anatomy: to each workaday metal its characteristic technology. Students of metallurgy must, like trainee vets delving into the innards of poodles and short-horns and buff Orpingtons, acquire at least a nodding acquaintance with the extractive methods, properties and uses of iron and steel and a dozen or so of the economically important ferrous and non-ferrous metals.

Two of the most important—setting aside quibbles of the "lifeless-without-godliness sort"—are nickel and zinc. Following copper in the publisher's "Industrial Metals" series, these two volumes are a worthy attempt to provide general introductions to the specialized study of these metals and their alloys, suitable for HNC, HND and degree students of metallurgy as well as for engineers.

Both books are metallurgically up to date. Emphases seem to reflect the author's own interests, not surprisingly each to the detriment of the other. Of zinc a great deal is said concerning its extraction and refining, with pride of place given to the ultimately successful 20-year struggle at Avonmouth to turn the theoretically attractive idea of a zinc blast furnace into a working reality. Of nickel and its alloys the physical structure and properties are very much to the

fore. Metals, like dogs, have their quirks. Zinc rose briefly from the obscurity of metallurgy's bargain basement a few years ago, when a range of alloys was found to flow like treacle under certain conditions, a property that attracted immediate commercial as well as theoretical interest since it showed that shapes could be pressed into elaborate, ready, and therefore as cheap as plastics. Nickel is generally covered early in the present century and it has remained the basis of a strong alloy whose resistance to slow creep at high temperatures make the jet turbine engine a tickle. But for the most part technologies of extraction, refining and recovery of these metals are well established, slow to change and correspondingly staid as subjects for study.

Among the understated of their parts is their price. Morgan's is a brief but illuminating account of the international zinc market the less said about transnational near-monopolies the better; at least in a technical work, distilling a cuss nickel markets at all. Notes on world resources of zinc, its recovery from scrap, chemical applications and biological significance add to the value of Morgan's main text. Betteridge's chapter on the metallurgy of nickel is a useful but plying photomicrographs is a

Both books are minor criticisms. Both books can be recommended as detailed introductions. If not metallurgy's elemental zoo, at least to the corner of its farmyard.
 William Clegh

Home-craft

House and Home. By Barbara and David Lamb.
 Edward Arnold £1.60, 7131 0175 X.
 From House to Home. By Margaret Dixon.
 Harrap £1.25, 245 53154 8.
 Science for Housecraft. By John Robinson.
 Edward Arnold £1.40, 7131 0176 8 (Second edition).

House and Home—How to change a plug, read a gas meter, unblock a drain, make curtains, decorate a room—these and many other aspects of making a house into a home are dealt with in this book of assignments intended for CSE or other pupils nearing the end of school days.

Several assignments are given in each section. They start with possibilities in the pupil's own home, then move to projects in the school and finally out to situations in the environment, the latter including situations after the pupil has left school and also charitable and thought work. There is much well thought out information and ample practical and would be an asset to any Home Economics department.

From House to Home concerns evaluation and choice. Thus the various main types of soft furnishings are presented and explained. References are made to quality, colour, cost, durability, ease of cleaning, etc. so that a good choice may be made. Other subjects are treated similarly and include heating, lighting, floor coverings and types of accommodation. Some sections contain experiments.

This book will help meet the need frequently found when a young person is faced with, say, having to buy a bed, seat, sofa, etc., but has no idea on what to base a choice. It is, however, more suited to the non-academic as the presentation is very simple with minimum information and many pictures.

Science for Housecraft explains the scientific principles behind house building, home services and equipment. Changes since the first edition are included, such as new features on equipment, microwave cookery, Note: Sea wall and gas and home insulation. The text is very clear, including photographs and diagrams, examination questions and practical tests, and a valuable guide to scientific background and general education. James Kennedy

Soil Mechanics

NEW EDITION

M. J. SMITH
 This book concentrates attention on basic principles, and includes a series of worked examples. The chapters deal in turn with soil composition, classification, permeability, shear strength, pressures on retaining walls, the stability of slopes and foundations, and consolidation and compaction. This title is part of the Examination Subjects for Engineers and Builders series.
 144 pp. Illustrated 1956 6
 3rd edition 1978 £1.75

About the series:
 Examination Subjects for Engineers and Builders
 General editor: M. J. SMITH
 This series of books, outlining the basic principles of each subject, is designed to prepare students for the examinations of the Institution of Civil Engineers and the Institution of Structural Engineers, but they are also suitable for H.N.C. or degree studies. SI units are used throughout the series. Titles in the series to date are as follows:

Advanced Theory of Structures
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 Theory of Structures

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Monstrous undertakings

PENNY ALLEN on the transformation of a school playground

Playgrounds as a rule are rectangular, concrete patches, bleak in winter and dull in summer. The infants' playground at Beeson primary school, Croydon, was no exception though the monotony of its concrete was slightly relieved by a row of trees along its fence.

But last September on their return to school after the holidays, the infants stopped wide-eyed at the playground entrance. There, extending 30 feet along the length of the playground was a grinning, curmudgeon-like monster.

The brave ones edged towards it, tested its teeth with the toes of their shoes and, finding it didn't bite, stepped tentatively on to it.

Soon it had gained a name, Brontomonty, and the children were running along its spine, trying out the sculptured seats in its rubber and concrete body, and rolling their cars down its gently sloping sides.

Last weekend the parents put the finishing touches to their playground alterations. Some were



planting shrubs in the raised flower beds that protect a "quiet area" where children can read and write at wooden tables, draw on slates supported on a wooden rack, or just sit on the slatted benches and smell the flowers.

Children were laying turf at the end of the playground stopping only occasionally to jump on the tyres stood together with puppets on a rubber safety base. "I like them the best because they're all squishy ones", said a six-year-old spurring a minute from trowelling.

The project was first mooted in June, 1976, when one of the mothers, with the backing of the head, got in touch with Lyn Simonon, a teacher and playground designer for Wates who had designed her first playground as part of her thesis at training college. She has strong views on the importance of play in children's education.

"Play is the Cinderella of education", she says. "The playground should be an extension of the educational environment. Not enough imaginative thought goes into children's play. Children need monster-like things to play with."

She was determined to involve everyone from the beginning believing that "people have power and they should use it". The specially formed sub-committee of the Beeson School Association sent questionnaires to all the children, parents, teachers, and, most important, the dinner ladies and the caretaker who were at first wary of the scheme feeling it would make extra work.

They held an exhibition where plans and models of the proposed design were displayed to tapes of children's playgroups. Parents were encouraged to attend coffee mornings and evening meetings. When work began they were asked to donate materials and to offer help. About a quarter responded.

The main fears of parents were over safety and dirt. A few, particularly those with older boys, were worried that not enough space would be left for running around. In fact the accident rate has dropped considerably and, while there is still open play space, there is also the opportunity now for children who prefer quieter and more imaginative activities to play undisturbed.

Margaret Solly, head of the

infants' department, was active in the project and is delighted with the results. "Some of the boys used to be aggressive and simply hurtle from one end of the playground to the other. The boys and girls played separately. Now they mingle more on the monster. The older children like the tyres best. There is masses of scope for imaginative play. The younger children like to play 'home' in and out of the trees. And best of all", she added, "it hasn't lost its novelty."

The education department's concern over finance was quelled by the parents' promise to pay for the cost of maintenance (an estimated £5 a year) and for the caretaker's overtime during construction.

Liz Black, the convenor of the parents' sub-committee, felt that the personal contact she had with council officials helped greatly. After long preliminary telephone calls, the plans sent in to the public building and works department were vetted and returned within two weeks and the surveyor when he visited the school, Ms Black recalled, "took one look, hopped down the road and said 'this is great, why aren't more schools doing this?'".

Apart from the obvious benefits to the children during playtime, there have been additional educational gains. The gap between play and work has been more easily bridged; children at first measured the playground, they drew their own ideas for the design, made graphs of their preferences, wrote stories about the monster, have formed "sweeping patrols" to save the playground from litter.

After the children had learned to help, the school has always encouraged them to help, but fathers have never been able to do this and, as one mother put it: "If you're fairly intellectual or a committee person, there's always been plenty to do, but this project attracts the practical people."

A father said: "It's sometimes difficult to know if you're helping or interfering. Here we know we're helping."

Ms Simonon fondly remembers the commuters in their city suits who popped in on their way home "just to have a look" and returned half an hour later, pick axe at the ready, and the mothers who pushed in wheelbarrows full of plants they had dug up from their own gardens. Teachers are pleased to have got to know many parents better and mothers have had to be asked not to come into the playground at busy times. The dinner ladies are happy—they find there is less supervision needed than before.

Three-quarters of the work was in the planning stage which, the parents say, could not have been cut any shorter. The total cost was £800, all of it raised by the association who still had money to spare from the year's funds for extra equipment for the school. The only paid help was the bricklayer who laid the curbed flower beds. And £100 went to Ms Simonon for her eighteen months' work.

Because of Ms Simonon's insistence that all decisions should be unanimously agreed in the sub-com

mittee, many grand and exciting ideas, including an outdoor stage, a frog pond, and an aviary, have had to be abandoned. She sees her role as a catalyst. "I'm the idiot who's always prepared to make stupid and outrageous suggestions to get things going", she says. But the parents emphasize that without her boundless energy and constant enthusiasm the project would never have got off the ground.

Now they're looking around for something else to turn their attention to. "My child will soon be in the juniors", said one father, smothering cement, his eye on the concrete expanse of junior playground.

Community Service Volunteers are producing a pack on how to make an interesting playground. It should be ready at the end of the year. Ms Simonon can be contacted at 25 North Villas, London, N.W.1. These gardening books were found to be particularly helpful: All the books by Margery Fish, Graham Stuart Thomas's "Plants for Ground Cover".

rate modules which can, say the company, be replaced independently and quickly when anything goes wrong. The price is £336.

SMP, Ferry Lane, Hythe End, Staines, Middlesex.
 C. Wickstead & Co, Stamford Road Works, Kettering, Northants.
 Hestair Hope, Ltd, St Philip's Drive, Raydon, Oldham.
 Ely Audio Visual Ltd, 836 Vauxhall Road Trading Estate, Slough, Bucks.

A series of new shapes in the Playblocks range designed by Rupert Oliver for Hestair Hope will be out soon. The existing shapes of polyurethane foam, covered in brightly coloured PVC, make great furniture for nursery use as well as eminently climbable objects for play. Table shapes cost £20.31, chairs £7.55.

On special offer to all parent-teacher associations is the Ely 16mm projector. It has five separate modules which can, say the company, be replaced independently and quickly when anything goes wrong. The price is £336.

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1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

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COUNTY INFANT SCHOOL . . .

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1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

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Captain William Henry Lloyd, Essex

Hill College, London

SECRET

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1. *Journal of the American Medical Association*, 1997; 277: 1033-1038.

BEXLEY LONDON BOROUGH

St. Fidelis R.C. Primary School (Aided)
Erith, Group 5.

HEAD
TEACHER

Applications are invited from suitably qualified experienced and practising Catholic teachers for the post of Head Teacher of St. Fidelis R.C. Primary School. Appointment to commence 1st September, 1978.

Application forms and further details available from and returnable to Chief Education Officer for Schools (T.S.), Town Hall, Crayford, Kent, by 12th May. A s.a.o. (foolscap) should be sent with the request for an application form. If acknowledgement is required a further s.a.o. should be enclosed. No further communication will be made unless applicants are called for interview.

CYNGOR SIR
GWYNEDD
COUNTY COUNCIL

ADRIAN ADDYSG

YMGYNGHORWR ADDYSG GYNRADD

Cylog: Penarth Grwp 8 Buzham

Disgwylir i'r sawl a benodir fod a phroffad fel pen-nes ysgol gynradd gyda gwybodaeth am ddulliau a gynllawio cyfnewid ym maes addysg gynradd. Bydd yn gweithio a Swyddia Ffianbarth Llandudno.

Dyddiad cyhoirny: 1 Medi, 1978.

Lwfans oar a chymorth i brynu car. Cymorth ariannol i'w gael o gostau mudo os all gartrefu pen to hynny'n brodol.

Phurionni cais gen Swyddog Personel y Sir, Swydddar Sir, Caernarfon, Dyddiad cau: Mai 12, 1978.

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER

(Group 2)

HART PRIMARY SCHOOL

Hart Village, Hartlepool, Cleveland

Applications are invited from suitably qualified and experienced teachers for the above Headship which will become vacant on 1st September, 1978. The school is situated three miles from the town of Hartlepool.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 6BN, not later than 28th May, 1978.

ile

ST. JOAN OF ARC R.C. (J.M. & I) Highbury, N5

Headship

Headteacher required. Roll 430 plus 30 full-time nursery. Burgham Group 6. Managers wish to appoint a suitably qualified practising Roman Catholic teacher for the vacancy which becomes due September, 1978 because of retirement.

Application forms may be obtained from Rev. Cor. respondent, 60 Highbury Park, London, N5 and should be returned to the Secretary, Westminster Schools Commission, 33, Wilfred Street, London, S.W.1, not later than 13th May.

PRIMARY
Headships
continued

SUFFOLK

CONYNGHAM COUNCIL.
Applications are invited from suitably qualified and experienced teachers for the following vacancies:

DEANWORTH HEADSHIP
Primary School.
Age range 5 to 11 years.
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. Appointment to commence 1st September, 1978.

SUNDERLAND

EDUCATION DEPARTMENT
EAST JERINGTON JUNIATRY SCHOOL.
(Aided)

Suitably qualified and experienced teachers for the following vacancies:

REMOVAL EXPENSES
Removal expenses and temporary housing allowance may be granted in appropriate circumstances. Applications should be made to the Director of Education at the Education Offices, 15th May 1978.

WIRRAL

(Metropolitan Borough of)
CASTLEWAY PRIMARY
Castleway, Wirral, Merseyside.
For 1st September 1978.

HEAD TEACHER
For this Group 3 school, roll 100.

Application form and further details available from and returnable to the Director of Education, Wirral Council, 15th May 1978 (A.S.E. Please).

ST. GEORGE'S PRIMARY

SCHOOL.
St. George's, Wirral, Merseyside.
For 1st September 1978.

HEAD TEACHER
For this Group 3 school, roll 100.

Application form and further details available from and returnable to the Director of Education, Wirral Council, 15th May 1978 (A.S.E. Please).

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Dyddiad cyhoirny: 1 Medi, 1978.

Lwfans oar a chymorth i brynu car. Cymorth ariannol i'w gael o gostau mudo os all gartrefu pen to hynny'n brodol.

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Dyddiad cyhoirny: 1 Medi, 1978.

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Dyddiad cyhoirny: 1 Medi, 1978.

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Dyddiad cyhoirny: 1 Medi, 1978.

CAMBRIDGESHIRE

HUNTINGDON AREA
HUNTINGDON SCHOOL.
(Aided)

Applications are invited from suitably qualified and experienced teachers for the following vacancies:

DEANWORTH HEADSHIP
Primary School.
Age range 5 to 11 years.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. Appointment to commence 1st September, 1978.

SUNDERLAND

EDUCATION DEPARTMENT
EAST JERINGTON JUNIATRY SCHOOL.
(Aided)

Suitably qualified and experienced teachers for the following vacancies:

REMOVAL EXPENSES
Removal expenses and temporary housing allowance may be granted in appropriate circumstances. Applications should be made to the Director of Education at the Education Offices, 15th May 1978.

WIRRAL

(Metropolitan Borough of)
CASTLEWAY PRIMARY
Castleway, Wirral, Merseyside.
For 1st September 1978.

HEAD TEACHER
For this Group 3 school, roll 100.

Application form and further details available from and returnable to the Director of Education, Wirral Council, 15th May 1978 (A.S.E. Please).

ST. GEORGE'S PRIMARY

SCHOOL.
St. George's, Wirral, Merseyside.
For 1st September 1978.

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CAMBRIDGESHIRE

HUNTINGDON AREA
HUNTINGDON SCHOOL.
(Aided)

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Primary School.
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SUNDERLAND

EDUCATION DEPARTMENT
EAST JERINGTON JUNIATRY SCHOOL.
(Aided)

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Castleway, Wirral, Merseyside.
For 1st September 1978.

HEAD TEACHER
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ST. GEORGE'S PRIMARY

SCHOOL.
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Phurionni cais gen Swyddog Personel y Sir, Swydddar Sir, Caernarfon, Dyddiad cau: Mai 12, 1978.

CAMBRIDGESHIRE

HUNTINGDON AREA
HUNTINGDON SCHOOL.
(Aided)

Applications are invited from suitably qualified and experienced teachers for the following vacancies:

DEANWORTH HEADSHIP
Primary School.
Age range 5 to 11 years.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. Appointment to commence 1st September, 1978.

SUNDERLAND

EDUCATION DEPARTMENT
EAST JERINGTON JUNIATRY SCHOOL.
(Aided)

Suitably qualified and experienced teachers for the following vacancies:

REMOVAL EXPENSES
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WIRRAL

(Metropolitan Borough of)
CASTLEWAY PRIMARY
Castleway, Wirral, Merseyside.
For 1st September 1978.

HEAD TEACHER
For this Group 3 school, roll 100.

Application form and further details available from and returnable to the Director of Education, Wirral Council, 15th May 1978 (A.S.E. Please).

ST. GEORGE'S PRIMARY

SCHOOL.
St. George's, Wirral, Merseyside.
For 1st September 1978.

HEAD TEACHER
For this Group 3 school, roll 100.

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Phurionni cais gen Swyddog Personel y Sir, Swydddar Sir, Caernarfon, Dyddiad cau: Mai 12, 1978.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

PRIMARY

NEWHEY (ST. THOMAS) C.E. PRIMARY (4-11)
Huddersfield Road, Newhey, Nr. Rochdale.
Tel: Shaw 47093.

Teacher, Scale 2

An enthusiastic and energetic teacher is required for Junior children in this newly modernised Primary School. The person appointed will assume responsibility for all aspects of language development throughout the school, including the organisation of all resources involved in this vital curricular area. Please state any other areas of special interest and experience.

Application forms (please enclose a foolscap stamped addressed envelope) are available from the Chief Education Officer, Education Department, Municipal Buildings, Middleton, Manchester M24 4EA and on completion should be returned to the Rev. J. Henderson, The Vicarage, Newhey, Nr. Rochdale.

MIDDLE

HOLLIN HIGH (11-14)
State Lane, off Hollin Lane,
Middleton, Manchester M24 3XN.
Tel: 061-643 3784.
Required for 1st September 1978

(1) Assistant Teacher, Scale 1

To teach English (interest in slow learners an advantage) and Geography at this 11 to 14 age range school. An applicant who could assist with Boys' Games would be an advantage.

(2) Teacher, Scale 1

To teach Combined Science with years 1 and 2 with Physics and/or Chemistry with year 3 at this 11 to 14 age range school. Previous applicants who have applied will be automatically considered.

Application forms (please enclose a foolscap stamped addressed envelope) are available from the school to whom they should be returned on completion.

MATTHEW MOSS MIDDLE (10-13)
Matthew Moss Lane, Rochdale OL11 3LU
Tel.: Rochdale 32910.

Head of English/Language

Department, Scale 3

A teacher of proven ability is required for September to take charge of language development throughout the school. The successful applicant will have a key role in developing effective language policy in the school and will be required to act as an adviser to class teachers for some part of the timetable.

Application should be by letter, immediately, to the Head at the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

HIGH

BROADFIELD UPPER (13-16)
Nelson Street, Rochdale OL11 5RF.
Tel.: Rochdale 37184.
Required for 1st September:

(1) Biology, Scale 2

To assume responsibility for the teaching of Biology throughout the school within an integrated Maths/Science Faculty to be responsible for establishing a course in Nuffield "O" Level Geography and a related CSE Mode III course and to assist the Head of Faculty in drawing up syllabuses which attempt to rationalise progress in each science.

(2) Mathematics, Scale 2

To assist in the development of the Mathematics curriculum and its relationship to other disciplines, to see new entrants and to take responsibility for and administer the ALSEB, CSE (Syllabus C) Courses.

The person appointed will be expected to contribute towards the setting of examinations and assist in keeping pupils' progress records.

(3) History/Humanities, Scale 2

Historian required to develop Schools Council History Course at CSE and "O" Level and to teach and contribute to the development of compulsory 3rd, 4th and 5th year Integrated Humanities in the Humanities Faculty.

(4) Geography/Humanities, Scale 2

Geographer required to develop Schools Council GYL Course at CSE and "O" Level and to teach and contribute to the development of compulsory 3rd, 4th and 5th year Integrated Humanities in the Humanities Faculty.

Further information and application forms (please enclose a foolscap stamped addressed envelope) available from the Headmaster at the school.

Closing date: 18th May 1978.

LITTLEBOROUGH HIGH (11-16)
Calderbrook Road, Littleborough,
Tel.: Littleborough 78888.
Required for September:

Scale 1 French

Scale 1 Mathematics

Application forms and further details available from the Head at the School. Please enclose a foolscap stamped addressed envelope.

OLDFIELD HILL COMMUNITY (13-16)
Hudson's Walk, Rochdale OL11 5EF.
Tel.: Rochdale 55222.

(1) Physics, Scale 1

A graduate Physicist required as soon as possible to teach the subject to CSE/"O" level and possibly to "A" level. Nuffield courses provided in new, well-equipped laboratories.

(2) Head of Remedial Education, Scale 3

A Department of three full-time teachers looking after the needs of less able pupils in basic subjects and the special needs of immigrant pupils. New facilities and equipment. Required for September next.

(3) Head of Domestic Science, Scale 3

The Department of Girls' Crafts offers the full range of activities including Home Economics and Needlework. A new suite of rooms, fully equipped, with a furnished flat. There are at present five teachers of Domestic Science and two teachers of Needlework. Required for September next.

(4) 2 Teachers of Domestic Science

(one Scale 1, one Scale 2) to teach Domestic Science up to CSE/"O" level and in the case of the Scale 2 post, up to "A" level. New facilities fully equipped. Required as soon as possible.

Application forms and further details are available from the Head at the school to whom they should be returned on completion.

Closing date: 15th May 1978.

SIDDAL MOOR HIGH (11-16)
Newhouse Road, Heywood OL10 2NT.
Tel.: Heywood 89436
Required for 1st September next:

(1) Head of English Department, Scale 4

(2) Teacher in Charge of Girls P.E. Scale 2

(3) Temporary Teacher of Needlework

For one term initially to replace present teacher in charge of needlework on maternity leave. Responsibility allowance available, for suitable applicant.

(4) Physics, Scale 2

To take responsibility for examination classes in Physics.

(5) Biology, Scale 1

With a major part of the teaching load in the Upper School.

(6) Remedial Specialist, Scale 1

Applications will be welcomed from newly qualified teachers with Specialist training in Remedial Education.

(7) Woodwork, Scale 1

With associated Craft subjects.

(8) Temporary Teacher of Mathematics

For one year to replace a teacher on study leave. Scale 3 allowance available for suitable applicant.

(9) Temporary Teacher of Home Economics

For one term initially to replace Head of Department on maternity leave. Responsibility allowance available for suitable candidate.

Instrumental Music Service
Castlemore, Music Centre, Tweedale Street,
Rochdale OL11 1HH.
Tel.: Rochdale 95889.
Required for September 1978:

(1) Violin/Viola, Scale 1 or 2

(2) Woodwind, Oboe specialist, Scale 1 or 2

To teach in the Authority's Schools and Music Centres.

Casual user allows allowance available.

Method of Application.

Unless otherwise stated, further details and application forms (please enclose a foolscap stamped addressed envelope) are available from the Head at the school to whom they should be returned on completion.

Closing date: 18th May 1978.

MIDDLE

Remedial Posts continued

ISLE OF WIGHT

COUNTY COUNCIL
HARDHAM MIDDLE SCHOOL
Purton Way, Sandown
Isle of Wight
Age range nine to 13
CofE on roll

Required for September 1978:
A full-time teacher to take over the duties of a teacher who has been transferred to another school. The successful candidate will be responsible for the day-to-day running of the school and will be expected to take on the duties of a Headmaster. The successful candidate will be expected to take on the duties of a Headmaster.

SUFFOLK

COUNTY COUNCIL
HAWTHORNS MIDDLE SCHOOL
Hwy St. Edmund
(Mixed Comprehensive, 9 to 13; 600 on roll)

Required for September 1978:
(1) Remedial post (Scale 2 plus Special Class Allowance) for children with behavioural problems. The successful candidate will be expected to take on the duties of a Headmaster.

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
STOKE-POYNTON MIDDLE SCHOOL
(Mixed Comprehensive, 9 to 13; 1,100 on roll)

Required for September 1978:
Remedial Teacher (Scale 1, plus Special Class Allowance) for children with behavioural problems. The successful candidate will be expected to take on the duties of a Headmaster.

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
STOKE-POYNTON MIDDLE SCHOOL
(Mixed Comprehensive, 9 to 13; 1,100 on roll)

Required for September 1978:
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(Mixed Comprehensive, 9 to 13; 1,100 on roll)

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Music

Other Posts on Scale 2 and above

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications for the following posts should be sent to the Director of Education, Nottingham City Council, Nottingham City Hall, Nottingham, N.G.1 1EP.

1. Head of Music, Nottingham City School, Nottingham, N.G.1 1EP. (Scale 2, plus Special Class Allowance) for children with behavioural problems. The successful candidate will be expected to take on the duties of a Headmaster.

SUFFOLK
COUNTY COUNCIL
HAWTHORNS MIDDLE SCHOOL
(Mixed Comprehensive, 9 to 13; 600 on roll)

Required for September 1978:
Remedial Teacher (Scale 1, plus Special Class Allowance) for children with behavioural problems. The successful candidate will be expected to take on the duties of a Headmaster.

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COUNTY COUNCIL
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(Mixed Comprehensive, 9 to 13; 600 on roll)

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(Mixed Comprehensive, 9 to 13; 600 on roll)

Required for September 1978:
Remedial Teacher (Scale 1, plus Special Class Allowance) for children with behavioural problems. The successful candidate will be expected to take on the duties of a Headmaster.

METROPOLITAN BOROUGH OF STOCKPORT

Required for September, 1978.
PRIMARY
MOORFIELD JUNIOR SCHOOL
WHITEHAVEN ROAD, BRAMHALL
(702/TES) Group 6

DEPUTY HEADTEACHER

Applications are invited from suitably qualified and experienced teachers. Special interests should be indicated.

Application forms and further details from the Director of Education, Town Hall, Stockport (quoting reference) and return to the Headteacher of the school by the 18th May, 1978. If you require an acknowledgement enclose S.A.E.

SECONDARY

BRAMHALL HIGH SCHOOL
SEAL ROAD, BRAMHALL

TEACHER OF ENGLISH

(2 posts) (Ref. 704/TES) Scale 1, STAP
Assistant for English throughout the school with mixed-ability groups in years 1-3. Facilities include modern library, good drama facilities and a specialist English Centre teaching area.

TEACHER OF MATHEMATICS

(Ref. 705/TES) Scale 1, STAP
Assistant to teach S.M.P. Mathematics to C.S.E. and G.C.E. "O" level. An interest in computer studies would be an advantage.

PRIESTNALL SCHOOL

PRIESTNALL ROAD, HEATON MERSEY

TEACHER OF MATHEMATICS

(MEDIAL) (Ref. 703/TES) Scale 1, STAP

HAZEL GROVE HIGH SCHOOL

JACKSON'S LANE, HAZEL GROVE

DEPUTY HEADTEACHER

(Ref. 700/TES) Group 11
To join the Senior Management Team of this developing school. The post will entail substantial responsibility in both curriculum and administration areas, as well as teaching commitment. The specific duties will be related to the candidate's recent interests and previous experience.

BULKELEY SCHOOL

CHEADLE ROAD, CHEADLE HULME

The School (formerly a Girls' Grammar School) will be comprehensive in Years 1-3 in September, 1978.

TEACHER OF ENGLISH

(Ref. 708/TES) Scale 1, STAP
To teach English throughout the school to C.S.E. "O" and "A" level. An interest in producing a school play and magazine would be an advantage. Please state second subject.

TEACHER OF BIOLOGY

(Ref. 707/TES) Scale 1, STAP
To teach Combined Science in Years 1 and 2. An ability to teach Chemistry and Environmental Science to "O" level would be an advantage.

TEACHER OF REMEDIAL SUBJECTS

(Ref. 709/TES) Scale 1, STAP
An experienced teacher required to act as a remedial consultant to advise other staff involved in remedial work. An ability to teach mathematics is desirable. A Scale 2 post may be available for a suitable candidate.

Application forms and further details from the Headteacher (quoting reference). Return forms to the Headteacher by 18th May, 1978. If you wish to receive an acknowledgement, enclose S.A.E.

Education Committee

Appointment of

Headteacher

CLAREMONT BOYS

COMPREHENSIVE SCHOOL

Stanley Road, Forest Fields, Nottingham

Qualified teachers are invited to apply for the appointment as Headteacher of the above school. The vacancy is created as a result of the appointment of the present Headteacher to another headship within the Authority.

Number on roll: 560 (11-16)

Salary Group: 9

Vacant: Summer Term, 1978, to be filled as soon as possible.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing date: 18th May, 1978.

Nottinghamshire
County Council
County Hall West Bridgford
Nottingham NG2 7QP

MIDDLE

Scale 2 Posts continued

NORTHUMBERLAND
COUNTY COUNCIL
ABINGTON ALEXANDRA
COUNTY MIDDLE SCHOOL
BESSEY RD
(702/TES) Group 6

Class teacher with pastoral responsibility for second year. Some specific interests. Removal expenses and lodging allowances are payable in approved cases.

Application forms returnable by 18th May, 1978, to the Headteacher.

Scale 1 Posts

BUCKINGHAMSHIRE

AYLESBURY VALE DIVISION

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LEICESTERSHIRE
KING EDWARD VII COLLEGE
Warren Road, Coalville.
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the Organisation of Secondary
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Upper 14 to 18
Rule 1.220
MATHEMATICS
(Basic A)
Regulated August. TEACHER
of MATHEMATICS with po-
ssibility of sixth form work.
Further details from the
Head. Apply immediately (no
form) with four referees and
the names and addresses of
two referees (B.A.E.)

LINCOLNSHIRE
ASSISTANT TEACHER

LANSON SCHOOL AND
 COMMUNITY COLLEGE
 Northern Saskatchewan
 (Telephone 222) to \$4.74
 per month (plus postage)
 required for September, 1978
 TEACHER of Mathematics,
 who appeared will be con-
 sidered for all abilities
 and ages, including examina-
 tions in Mathematics, Science
 and English. An interest in teaching
 Science would be a plus
 factor.
 All staff are expected to take part
 in the pastoral side of the school
 activities.
 For particulars and application
 forms available on receipt of
 A.E. from the Acting Principals,
 write to: The Principal, Lanson
 College Station Road, Brimston,
 Lincolnshire to whom they should be
 sent not later than 15th May
 1978.

MERTON
London Borough of
EDUCATION COMMITTEE
DENIGATE PRIMARY SCHOOL
Church Road, Miffham CH4 3JF
Tel: 01474 811111
Age Range: 5-9 years
Required for September, 1971, is
the expansion of the school, to
enable it to accept 100 more pupils.
Interested applicants should submit
indicated advice in MATRULAB 1
throughout the 5-9 age range
and the 10-11 age range. The
between first and middle primary
to encourage and involve parents
in the school.

with the Social Services and
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 school in the area. The
 to have social responsibility
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 Brian's post available.
 London, Autumn 1983. Leg
 and acceptance towards it
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 Application forms available
 the school on receipt of a stamped
 addressed envelope. Enquiries
 to the school by 15
 1983.

Burnham School, Kings Lane,
London W14 9JF. This is a
Priority Allowance £201 or less.
Application forms are available
from the Secretary, Teachers' Pay
and Conditions Committee, 11-17, St.
James's Place, London W1A 1JF.
turned on the undersigned by 15
October 1978.

J. E. WILKS, M.A., Ph.D., F.R.S.
Director of Education, Principal
of the Faculty of Education, Strathclyde
University, Glasgow G4 0RN,
London E16 4DR.

NEWHAM
London Borough of
Forest Gate School
Forest Gate, London E7 0NR
Roll: 1,066; co-educational
M.A. Teacher: Mr F. C. Dipstaff
M.A.

Required for September, 1979:
SECOND in MATHEMATICS
The syllabus is modern and
international mathematics course
based on the syllabus of the
A Levels. The teacher must
will teach throughout the

Burnham schools:
Plus London Allowance £302
Plus London Priority Allowance £201 to £217.
Application forms may be obtained from the authorities to whom they should be returned.
MHS 15 0778.

WILLIAMS, M.A., Ph.D., Director of Education, Education Office, Broadway, Bursford, London E1 4B1.

NEWHAM
(London Borough of)
PLAINFIELD SCHOOL
Headmaster: Mr. D. W. Wainwright
Roll: 1,352 girls
Headteacher: Miss E. Crutland
B.A.
Required for September, 1978:
1. A qualified teacher with well known
TEACHER OF MATHEMATICS to
second year of the Discipline.
2. A qualified teacher with experience of
large and active department of
C.S.E., W.O. and A. Level

Further details and application forms may be obtained from the Director of Education, Education Office, 100, Broadway, Stratford, West Midlands, B3 7PP.

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL for Boys, Rye Road, Northampton NN4 6JF.
Applications for September, 1978, in this 13 to 18 boys' school in a MATHEMATICS stream in a 100% fee-paying day school, will be accepted from 11 to 13 G.C.E. 'O' level, with the ability to do mathematics at this level. The school has a 'Department of Mathematics' with a computer terminal and some 1200 computer software available for use. For interested candidates, please apply to the Headmaster. The establishment could be a Scale 2 for a solitary experience.

Applications by letter (no fee) should be sent as soon as possible to the Registrar at the school with particulars of qualifications, experience and interests. Lists of testimonials and names and addresses of referees would be full.

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Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Principal/Head Teacher at the addresses shown below. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of three referees.

For further application and completed application forms should be submitted direct to the Principal/Head Teacher at the addresses shown above within 10 days of the acceptance of this advertisement unless otherwise stated.

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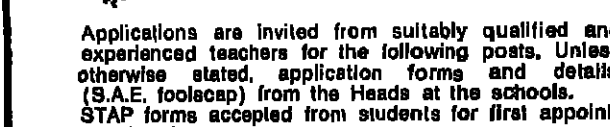
For September, 1978: Second Master/Mistress
French: an advantage. Responsible for Girls' welfare.
Closing date: 15th May, 1978.
Kingmead Comprehensive, Wivelscombe
(1116 MK20, 651)
For September, 1978: Teacher of SCIENCE and BOY
GAMES. Scholars are taught to O. level. Boy
Games will occupy one third of each week. School
Closing date 15th May, 1978.

teacher of the hearing impaired for the post of teacher in Charge of a unit for the hearing impaired at the above school. 5-9 age range, Scale 1 plus additional allowance of £351, or Scale 2 plus additional allowance for a suitably experienced candidate.

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 18th May, 1978.

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Closing date: 18th May, 1978.

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of Mechanical and Industrial Engineering in part the best of the country and have been the recipients of the highest degrees of the American Education Council. The following are the names of the faculty members who will be initially required to teach the new courses. The following are the names of the faculty members who will be initially required to teach the new courses. The following are the names of the faculty members who will be initially required to teach the new courses.

following subjects:

- (1) **CERAMICS AND FASHION**
Duties include work with technical drawing, sculpture, pottery, and classes in fashion design and general art and costume design. The department takes O.G.C. and G.C.E. examinations.
- (2) **HANDICRAFTS/BEAUTICIAN**
Students are encouraged to work in the City and London Institute Advanced level, and to take the City and London Institute Beauty Salon students.

BUSINESS STUDIES
Accounts and Economics to the National Level courses. The ability to offer other subjects would be an advantage.

The theory and practice of Production and Marketing are taught.

[illegible]

Medical Research
Council of FLINT
EDUCATION
Kingston Hall Road,
London SE1 8LQ
Telephone 01-499 1211
Established 1st September, 1978
The College is a
LECTURER in BIOLOGICAL
SCIENCES for work up to A-Level
and is a member of the
Council of the University of
London. The College is
equipped with a wide range
with teaching qualifications. Entry
into the industry is possible
after 1 year of study.
Entry Scale: Grades 1, 2, 3, 4, 5
and 6.
Salary £22,700 London weighting
and salary supplements of £210
per annum to £150 per annum.
The post is open to holders of
the following qualifications:
a) A-levels in Biology and
Chemistry or equivalent
experience in a related
available in approved cases.
Applications should be sent to
the Director of the College of
Education, Kingston Hall Road,
London SE1 8LQ.

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COLLEGES AND DEPARTMENTS OF ART continued

WILTSHIRE
SALISBURY COLLEGE OF ART
Salisbury, Wiltshire, BA1 1AP
Applications are invited for the post of Lecturer in Design and Technology. The successful candidate will be responsible for the design and technology courses in the College. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, Salisbury College of Art, Salisbury, Wiltshire, BA1 1AP.

Polytechnics

LANCASHIRE
LIVERPOOL POLYTECHNIC
SCHOOL OF SPECIAL PATHOLOGY
Post Ref 344
Post Ref 344

Post Ref 344: Lecturer in Pathology. The successful candidate will be responsible for the teaching and supervision of students in the School of Special Pathology. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, Liverpool Polytechnic, Liverpool, L69 3GB.

Post Ref 345: Lecturer in Pathology. The successful candidate will be responsible for the teaching and supervision of students in the School of Special Pathology. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, Liverpool Polytechnic, Liverpool, L69 3GB.

PLYMOUTH
PLYMOUTH POLYTECHNIC
Post Ref 346
Post Ref 346

Post Ref 346: Lecturer in Pathology. The successful candidate will be responsible for the teaching and supervision of students in the School of Special Pathology. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, Plymouth Polytechnic, Plymouth, PL4 8AA.

West Glamorgan County Council

Education Committee
WEST GLAMORGAN
INSTITUTE OF HIGHER EDUCATION

Appointment of Principal

Applications are invited for this major academic/managerial post. The vacancy arises due to the appointment of the present incumbent as Director of the Polytechnic of Wales. The Authority is seeking to appoint a Principal who will lead the development of the new Institute especially in matters of policy and standards and will have the skills needed to interpret and relate the work of the Institute to education, industry, commerce and the community. The salary is likely to be at minimum point of Group 7 College. Application forms and further particulars may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope quoting reference OP/1/13/78.

CLOSING DATE: The closing date for the receipt of completed application forms is Friday, 10th May 1978.
1. Send Director of Education, Education Department, Princess House, Princess Way, Swansea, S.W. 9, Glamorgan.

JAMAICA
UNIVERSITY OF THE WEST INDIES
Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching and supervision of students in the Department of Education. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, University of the West Indies, Kingston, Jamaica.

THE OPEN UNIVERSITY

LECTURERSHIP
Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching and supervision of students in the Department of Education. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, Open University, Milton Keynes, MK8 9LJ.

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LIVERPOOL

SCHOOL/TEACHER FELLOWSHIPS
The University of Liverpool is seeking to appoint a School/Teacher Fellow. The successful candidate will be responsible for the teaching and supervision of students in the Department of Education. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, University of Liverpool, Liverpool, L69 3GB.

LONDON

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THE YORK
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TES TRAVEL OFFER INDIA

The Times Educational Supplement is arranging in conjunction with Lunn Poly and Air India a two-week trip to North West India departing from London on July 23 1978.

The tour will cost a modest £520 and will visit Delhi, Agra, Jaipur, Chandigarh, Patiala and Simla. Visits of educational interest will also be included. The tour's guides are expert and its hotels (and their cuisine) superb.

For further details please write to

TES North India Tour, Lunn Poly Limited, Group Travel Operation, 43 Smithford Way, Coventry, CV1 1FY.

quoting reference number TS/IND/237

UNIVERSITIES

Fellowships continued

OXFORDSHIRE

POSTGRADUATE FELLOWSHIP
In addition to the present appointment for the year 1978-79, a second postgraduate fellowship is available for the year 1979-80. The successful candidate will be responsible for the teaching and supervision of students in the Department of Education. The post is full-time and involves teaching and supervision of students. The salary is £12,000 per annum. Applications should be sent to the Principal, Oxfordshire University, Oxford, OX1 2JD.

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Colleges of Higher Education

BEDFORDSHIRE

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CROYDON

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THE POLYTECHNIC HUDDERSFIELD

HEAD OF DEPARTMENT OF MUSIC

Ref: ACA/139/219
Applications are invited from persons with high academic qualifications who are leading exponents in the field of music. Courses leading to BA(Hons) in Music and a Graduate Diploma in Music are presently offered by the Department. An undergraduate option in Music is an existing degree and a Master's Degree in Music is planned. The Head of Department will be required to develop and encourage both research activities and advanced studies for staff and students and to maintain a high degree of professional competence in aspects of music practice.

Salary: Burnham Grade V £7,887-£8,763

Further details and application forms, which should be returned by 22nd May 1978, from the Establishment Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH (Telephone 0484 22288, Ext 2228).

EDGE HILL COLLEGE OF HIGHER EDUCATION

AN ASSOCIATE COLLEGE OF THE UNIVERSITY OF LANCASTER
Subject Area of Religious Studies

LECTURER II/ SENIOR LECTURER

Applications are invited from graduates with an Honours degree in Theology or comparable qualifications to be responsible for courses in Christian Studies with special reference to modern religious thought, including biblical studies. The Subject Area contributes to B.Sc. and B.A. Honours and Ordinary Degrees. In addition, a major part of the Subject Area's work is in the professional training of teachers and in the in-service education of teachers. Particular consideration will be given to those who are able to contribute to curriculum courses and in-service programmes. Applicants are asked to indicate areas of personal interest within the subject and teaching of religious studies. Details and application forms may be obtained from the Director's Secretary, Edge Hill College of Higher Education, St. Helena Road, Ormskirk, Lancashire L36 6PP. Closing date for applications May 15, 1978.

GWENT COLLEGE OF HIGHER EDUCATION

LECTURER II IN ELECTRICAL ENGINEERING
Salary: £3,744-£5,985 (excluding 1978 Award)
This post, available from the 1st September, 1978, involves teaching and supervising students in Electrical Engineering to students on a wide range of courses up to degree standard. Applicants should be Graduates with Industrial or research experience in the above field with a particular interest in Power Electronics. An interest in developing research projects is also desirable. For further details and application forms, apply to: Principal Administrative Officer, Gwent College of Higher Education, College Crescent, Caerleon, Gwent NP23 5XJ. Applications to be received within 14 days of the appearance of this advertisement.

NATIONAL REHABILITATION BOARD

DUBLIN COLLEGE OF SPEECH THERAPY
Applications are invited for the post of

LECTURER

at Dublin College of Speech Therapy, 120 Merrion Road, Dublin 4, which provides a full-time, three-year course for students taking the diploma of the London College of Speech Therapy. The salary scale for the post is £3,000 x 6 increments to £4,680. An additional allowance of £200 per annum at all points of the scale will be allowed to holders of the Diploma in Teaching of Speech Therapy or to holders of a Master's degree in Linguistics or other postgraduate qualifications relating to Speech Therapy. A Contributory Superannuation Scheme is in operation. Entry point on the scale will be determined in the light of qualifications and experience. Application forms available from: The Secretary, National Rehabilitation Board, 24/25, Hyde Road, Dublin 4.

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